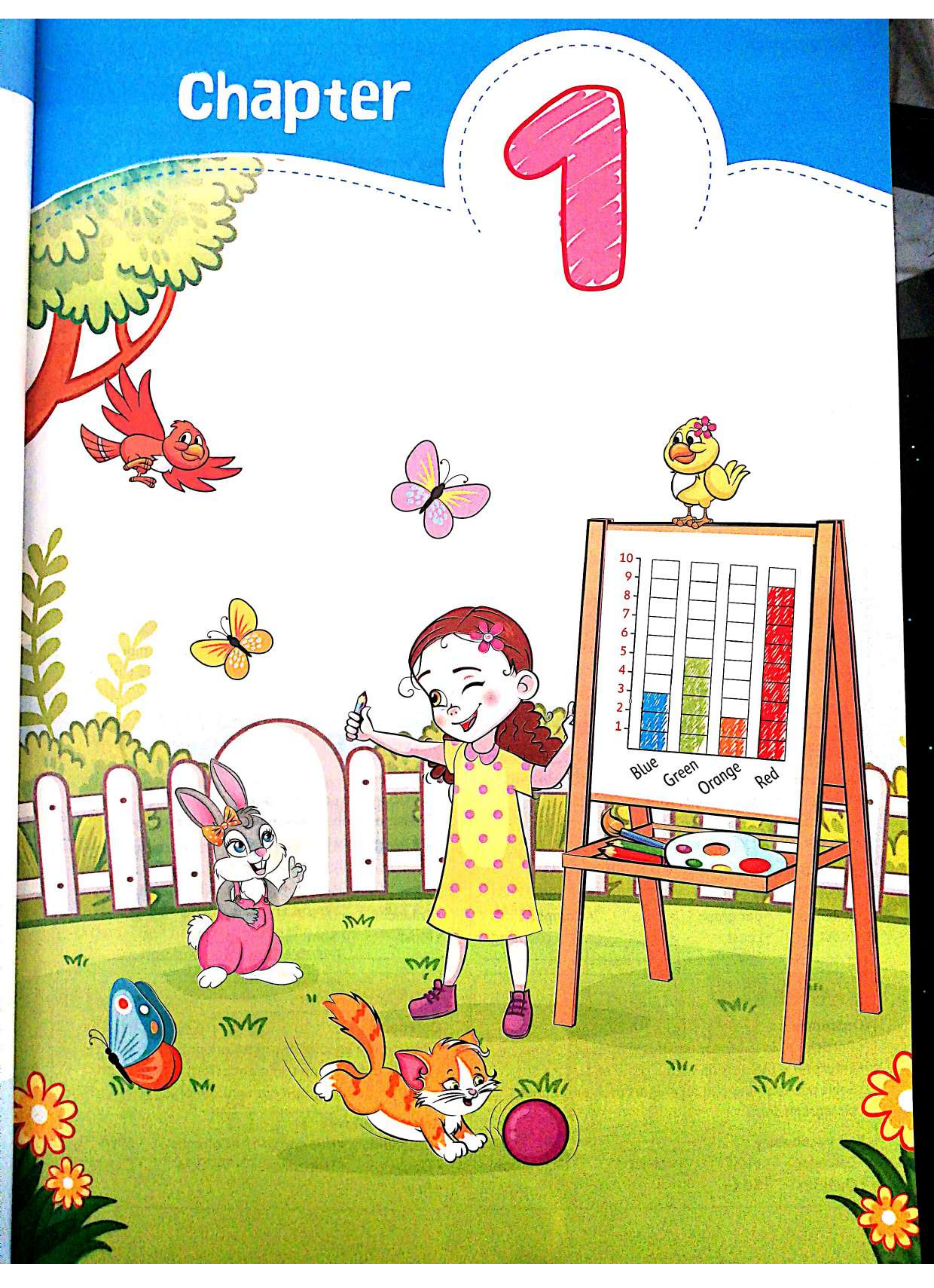

Chapter
1
10
9
8
7
6
5
4
3
2
1
Blue
Green
Orange
Red

• Outcomes and key vocabulary of chapter one :

Lesson 1

Outcomes :
- Participate in calendar math activities.
- Collect and interpret data.

Key vocabulary :
- Calendar
- Bar graph
- Columns
- Rows
- Data
- Horizontal
- Vertical

Lesson 2

Outcomes :
- Participate in calendar math activities.
- Collect and interpret data.

Key vocabulary :
- Calendar
- Bar graph
- Columns
- Rows
- Data
- Horizontal
- Vertical
- Categories

Lesson 3

Outcomes :
- Participate in calendar math activities.
- Interpret data in a bar graph.
- Use the symbols > , = , and < to express comparisons.

Key vocabulary :
- Bar graph
- Compare
- Equal
- Fewest
- Most
- Greater than
- Less than
- Quantity

Lesson 4

Outcomes :
- Participate in calendar math activities.
- Collect and interpret data.
- Order a set of numbers from least to greatest.

Key vocabulary :
- Calendar
- Bar graph
- Data
- Compare
- Greatest
- Least
- Order
- Table

Lesson 5

Outcomes :
- Participate in calendar math activities.
- Interpret data in a bar graph.
- Solve put-together and take-apart problems about bar graph data.

Key vocabulary :
- Calendar
- Bar graph
- Data
- Addition
- Subtraction
- Sum
- Difference

Lesson 6

Outcomes :
- Participate in calendar math activities.
- Skip count by 2s.
- Interpret a bar graph with a scale of 2.

Key vocabulary :
- Calendar
- Bar graph
- Data
- Compare
- Most
- Least
- Scale
- Skip counting

Lesson 7

Outcomes :
- Participate in calendar math activities.
- Skip count by 10s.
- Interpret a bar graph with a scale of 10.

Key vocabulary :
- Calendar
- Bar graph
- Data
- Compare
- Most
- Least
- Scale
- Skip counting

Lesson 8

Outcomes :
- Participate in calendar math activities.
- Collect data about the sums of 2 six-sided dice.
- Interpret data in a bar graph.

Key vocabulary :
- Calendar
- Dice
- Horizontal
- Vertical
- Most
- Sum

Lesson 9

Outcomes :
- Participate in calendar math activities.
- Interpret a pictograph with a scale of 2.
- Solve put-together and take-apart problems about pictograph data.

Key vocabulary :
- Calendar
- Most
- Least
- Pictograph
- Quantity
- Scale

Lesson 10

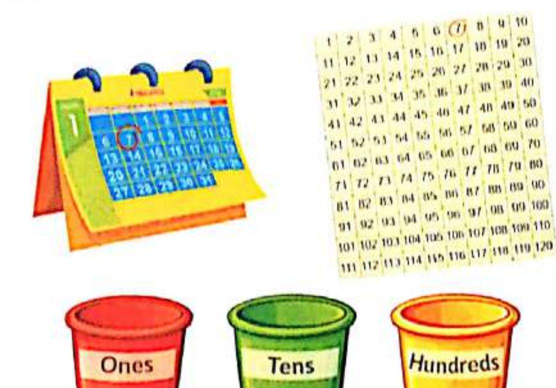
Outcomes :
- Participate in calendar math activities.
- Create a bar graph using data from a pictograph.
- Interpret a bar graph with a scale of 2.

Key vocabulary :
- Calendar
- Bar graph
- Columns
- Rows
- Data
- Horizontal
- Vertical
- Pictograph
- Key

Calendar math time

Begin each lesson with Calendar Math Time, During this time discuss your child what day it is, learn the days of the week and months of the year, count how many days your child have been in school and put a circle around this number on the 120 chart.

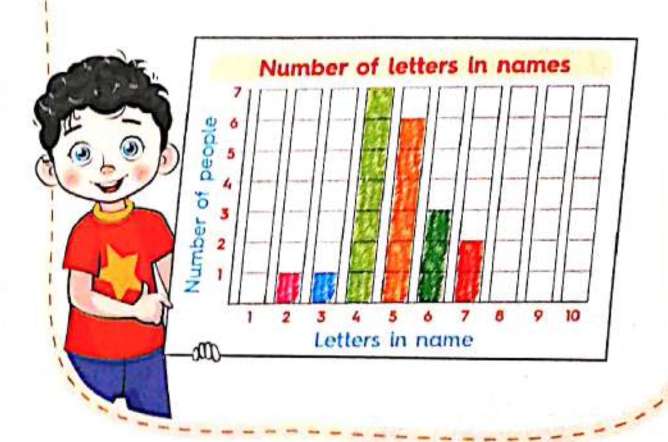
Every day your child go to school, ask him/her to put 1 straw in the ones pocket till this pocket has 10 straws, your child have to bundle them together and move the bundle to the tens pocket.



Making graphs

In this chapter, your child will learn that he/she can represent data in more than one way. He/she will see that bar graphs and pictographs are ways to represent data visually.

Help your child to collect data about the number of letters in his/her family names, and then make a bar graph represent these data.

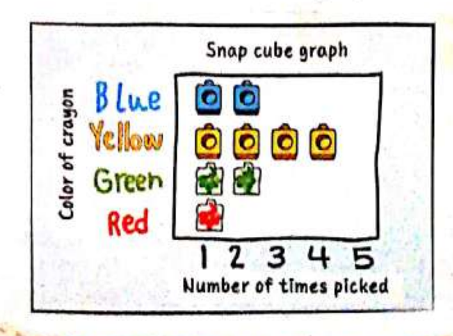


Building a bar graph

Put some crayons (varying number of each color) in a box.

Write red, green, yellow and blue along the vertical axis, and numbers 1 through 5 along the horizontal axis.

Let your child draw a crayon from the box without looking, and then put a cube down on the suitable column of the graph. Continue this way until the crayons have all been picked. Then he/she remove the cubes one by one and color in the graph.



Colorful pictograph

Invite your child to make a pictograph to represent his/her family favorite color. Let your child draw a picture to represent 2 votes.

You can ask your child questions like :

How many one voted red ?

Which color is the most popular ?

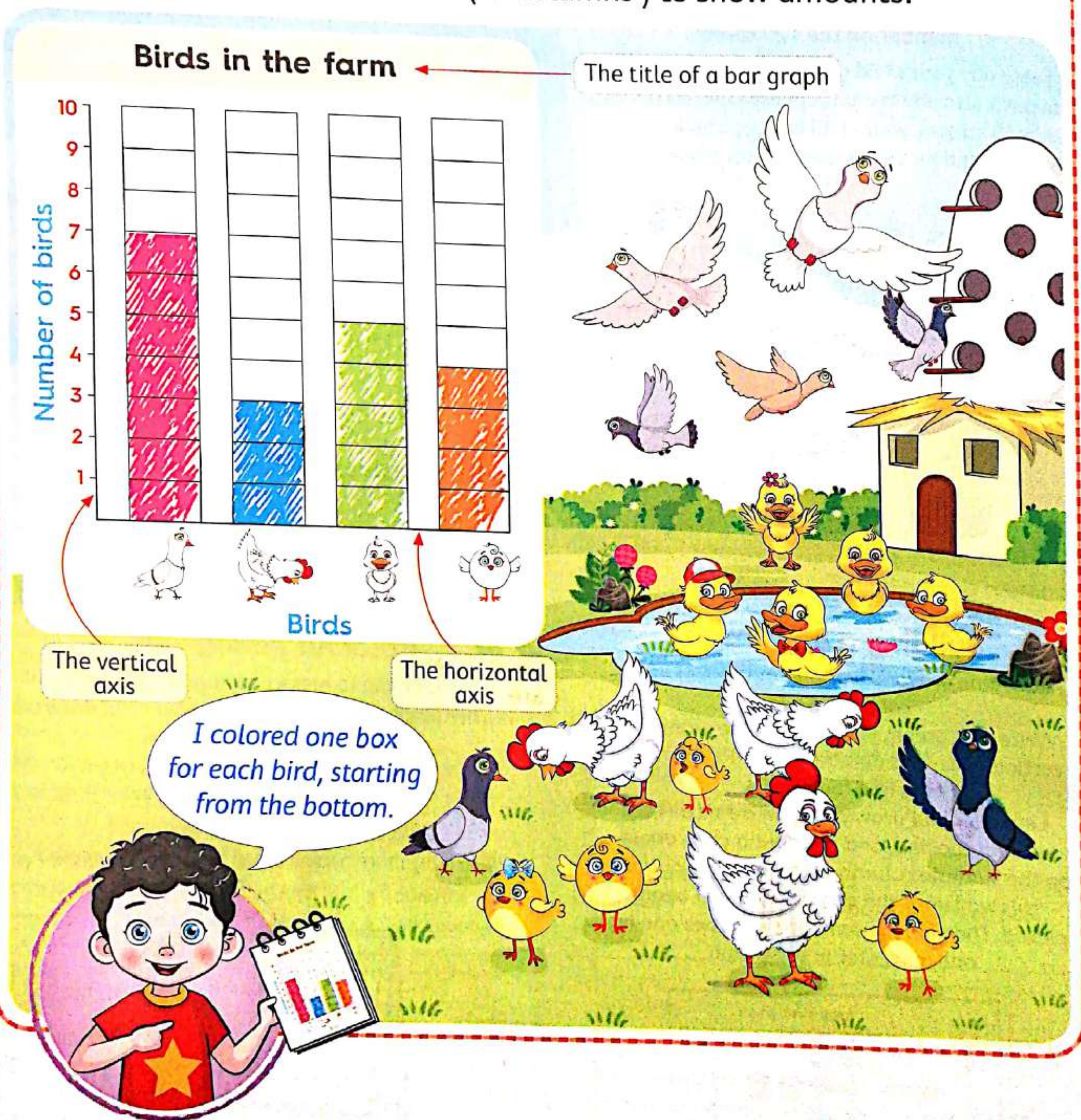
How many more person voted for blue than green ?

Lesson 1

The bar graph

Learn

A bar graph is a chart uses bars (or columns) to show amounts.



Notes for parents

• Help your child to understand the bar graph, and then ask him/her to tell you what he/she recognized.

Practice

Color one box for each animal. The first one is done for you.

Animals in the garden

Number of animals

10
9
8
7
6
5
4
3
2
1

Animals

Place a smiley face

• Make sure that your child starts coloring from the bottom.

Make a bar graph

Color one box for each item in **BOTH** pages.

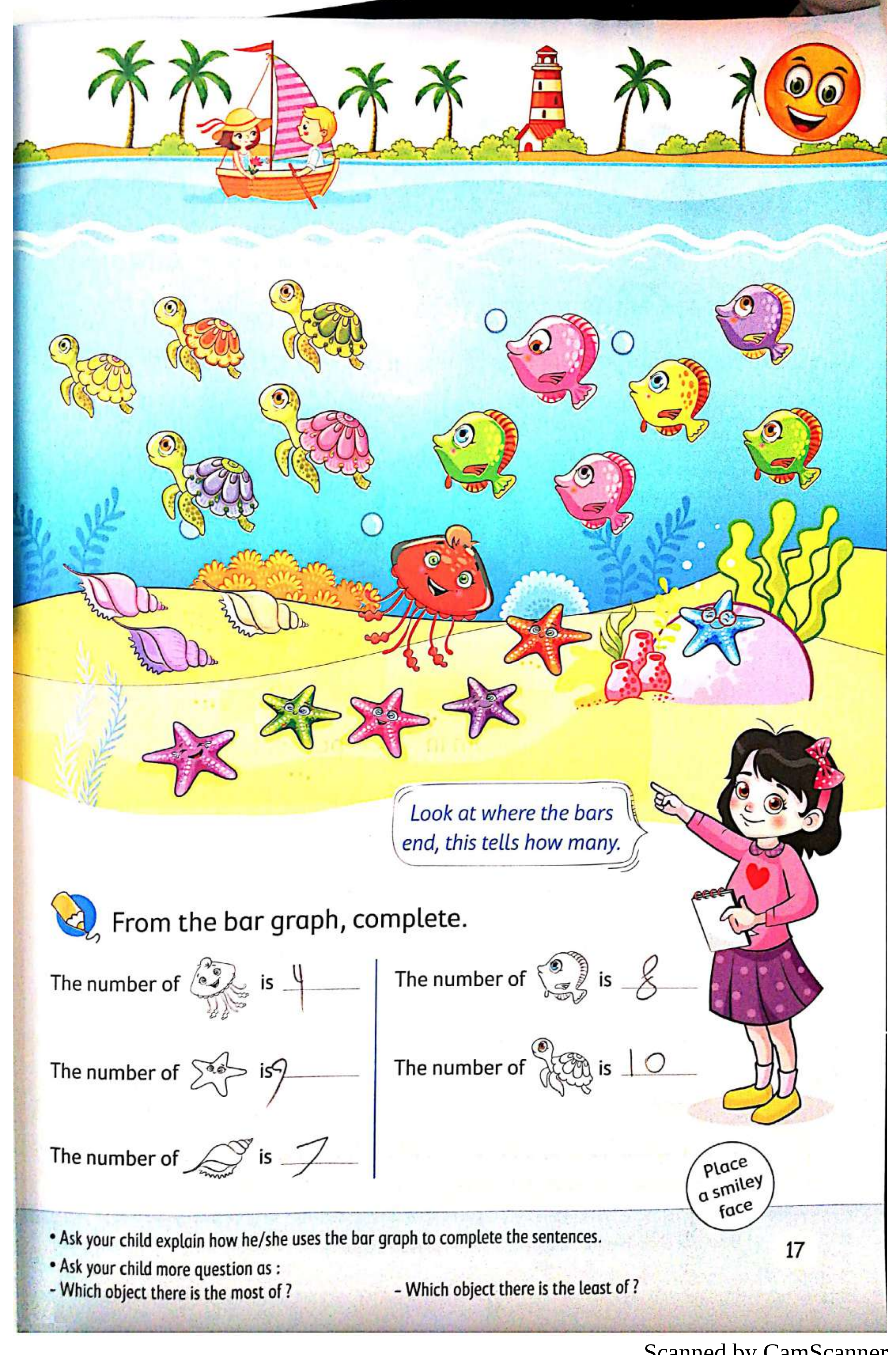
Sea animals

Number of animals: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Types of animals

Notes for parents

• Ask your child to describe the data in the bar graph.



From the bar graph, complete.

The number of [jellyfish] is 4

The number of [starfish] is 7

The number of [shell] is 7

The number of [fish] is 8

The number of [turtle] is 10

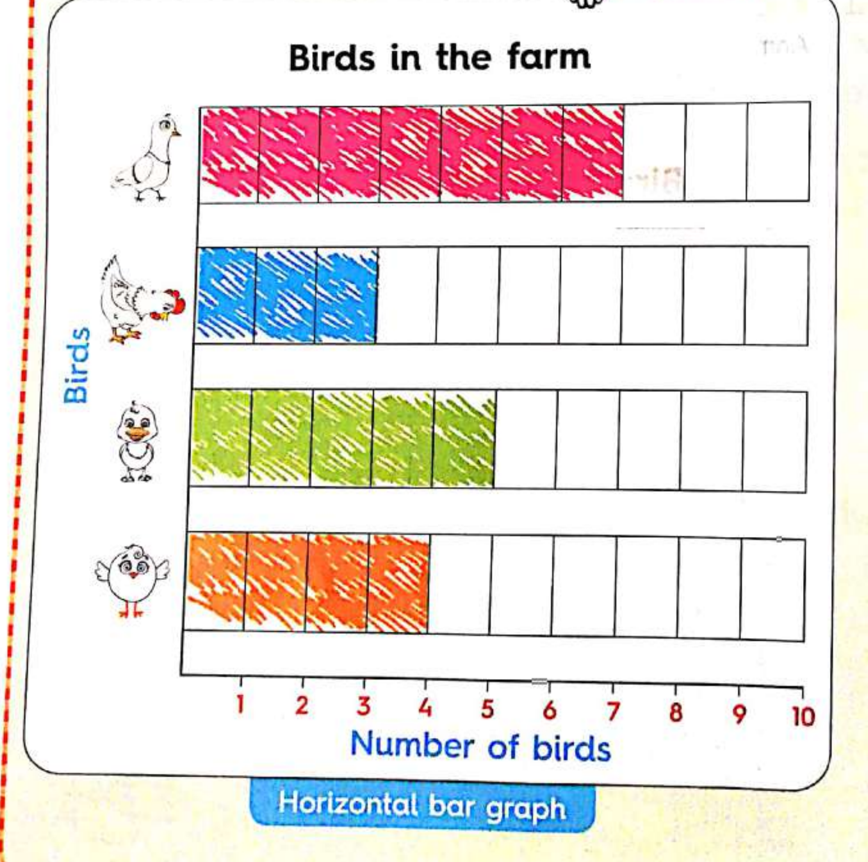
- Ask your child explain how he/she uses the bar graph to complete the sentences.
- Ask your child more question as :
- Which object there is the most of ?
- Which object there is the least of ?

Lesson 3

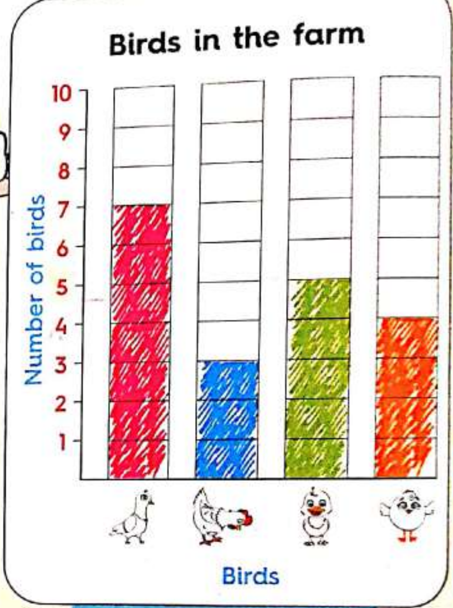
Horizontal bar graph

Learn

Horizontal bar graph is another version of bar graph, the bars are going across the graph instead of up.



Horizontal bar graph



Vertical bar graph

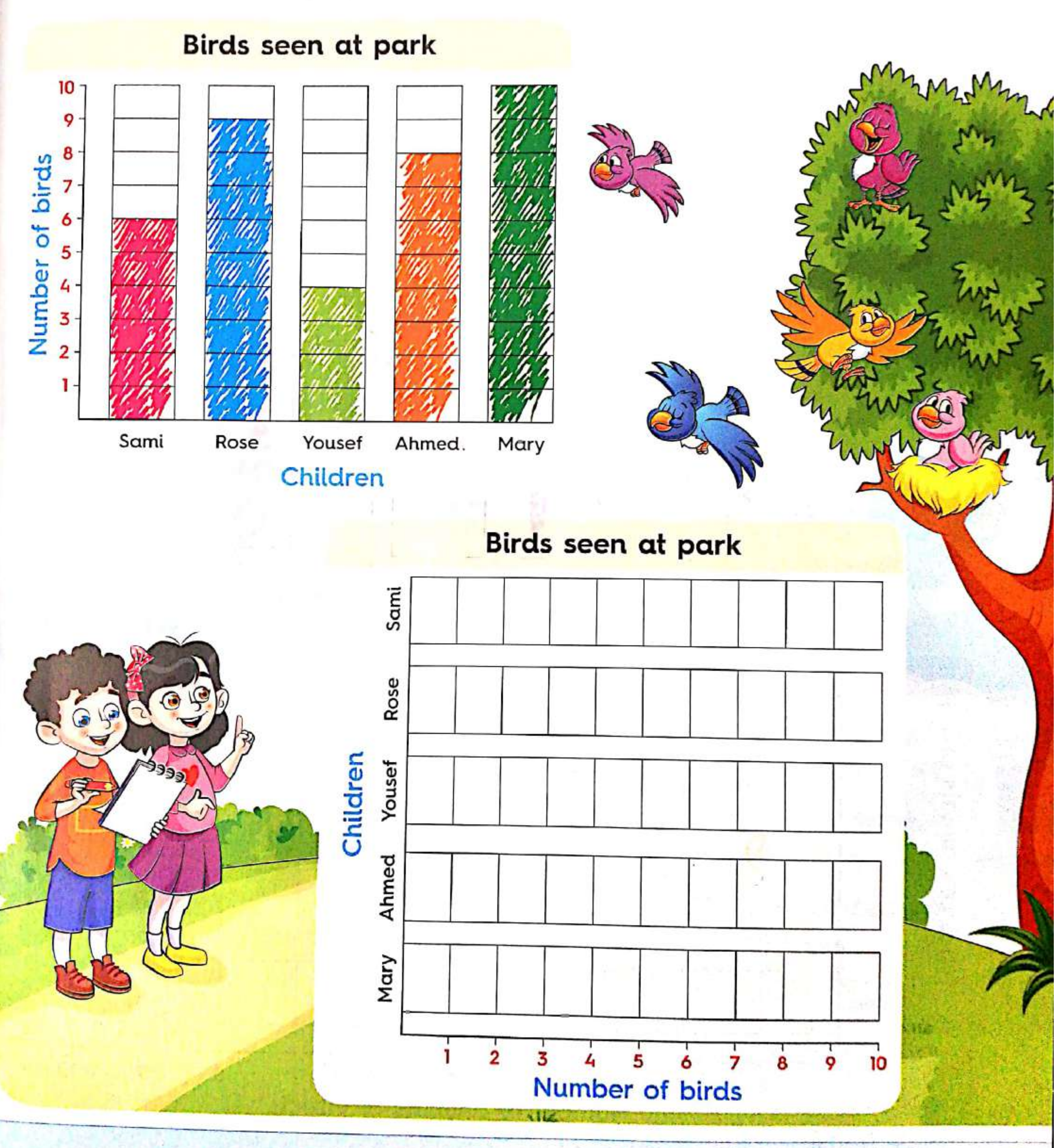
Note : The graphs look different but the information is the same in both.

Notes for parents

- Help your child to know that the two bar graphs are the same.

Practice

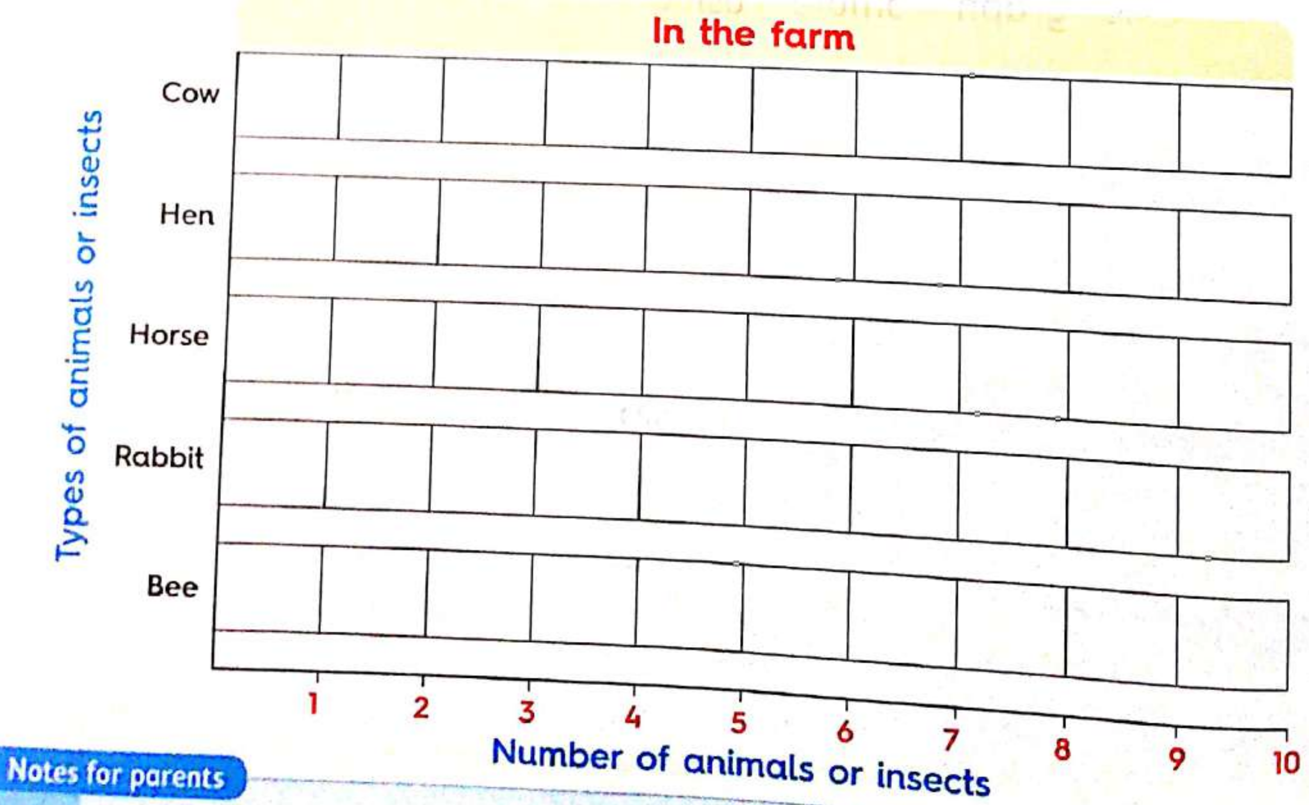
1 Convert the same information from the vertical bar graph into a horizontal bar graph.



• Help your child to make the horizontal bar graph and make sure to write the title and label sides.

2 In BOTH pages :

Color one box for each animal or insect.



Notes for parents

- Make sure that your child completes the table in right way.

Use the bar graph. Complete using > , < or =.

- Number of bees ______ ◯ ______ Number of hens
- Number of rabbits ______ ◯ ______ Number of cows
- Number of horses ______ ◯ ______ Number of bees
- Number of hens ______ ◯ ______ Number of rabbits
- Number of cows ______ ◯ ______ Number of horses

Remember that

- "**>**" means greater than
  For example : 15 > 7
- "**<**" means less than
  For example : 5 < 7
- "**=**" means is equal to
  For example : 7 = 7

Place a smiley face

• Ask your child to explain how he/she compares between data using the symbols > , < or = and what each symbol represents.

Lesson 4

Table and bar graph

Learn

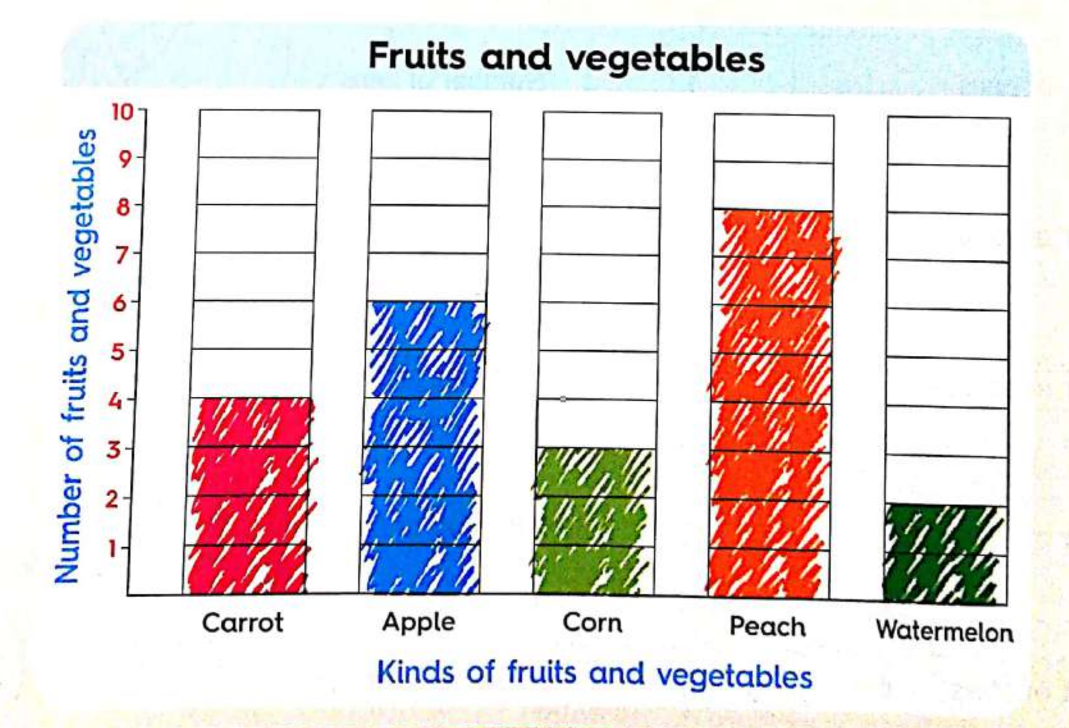
- You can show data in more than one way.

The following table shows the numbers of fruits and vegetables at the farm stand.

Fruits and vegetables

Kind	Number
Carrot	4
Apple	6
Corn	3
Peach	8
Watermelon	2

The following bar graph shows the same data.



Notes for parents

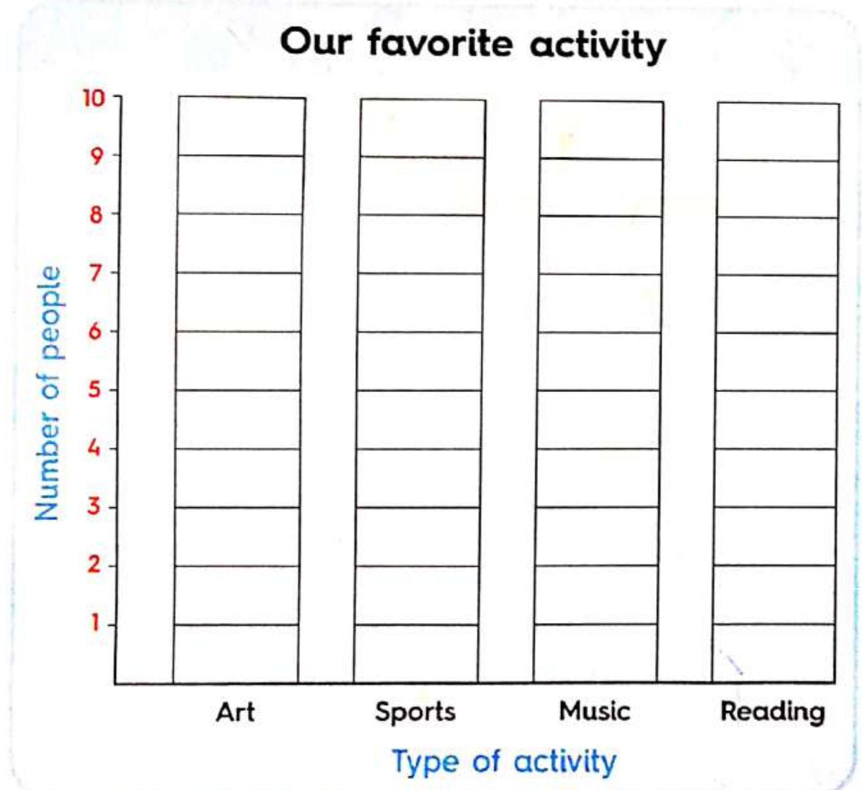
- Ask your child to explain how to convert the table to bar graph.
- Ask him/her to find the most and the least kind of fruits and vegetables in the bar graph.

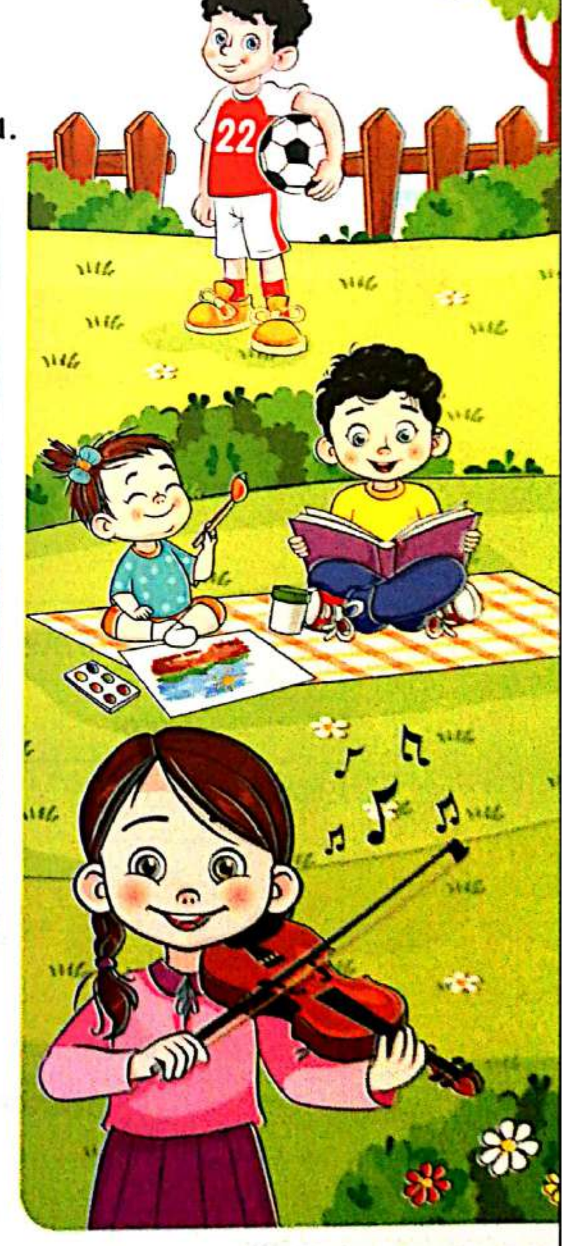
Practice

1 Read the table.

Our favorite activity	
Type	**Number**
Art	4
Sports	7
Music	5
Reading	10

Shade in the graph to show the same data.





Use the graph to answer the questions.

- Which activity is the most favorite ? ____________
- Which activity is the fewest favorite ? ____________

• Ask you child to survey family members about their favorite fruit and make a table, then represent the table on a bar graph.

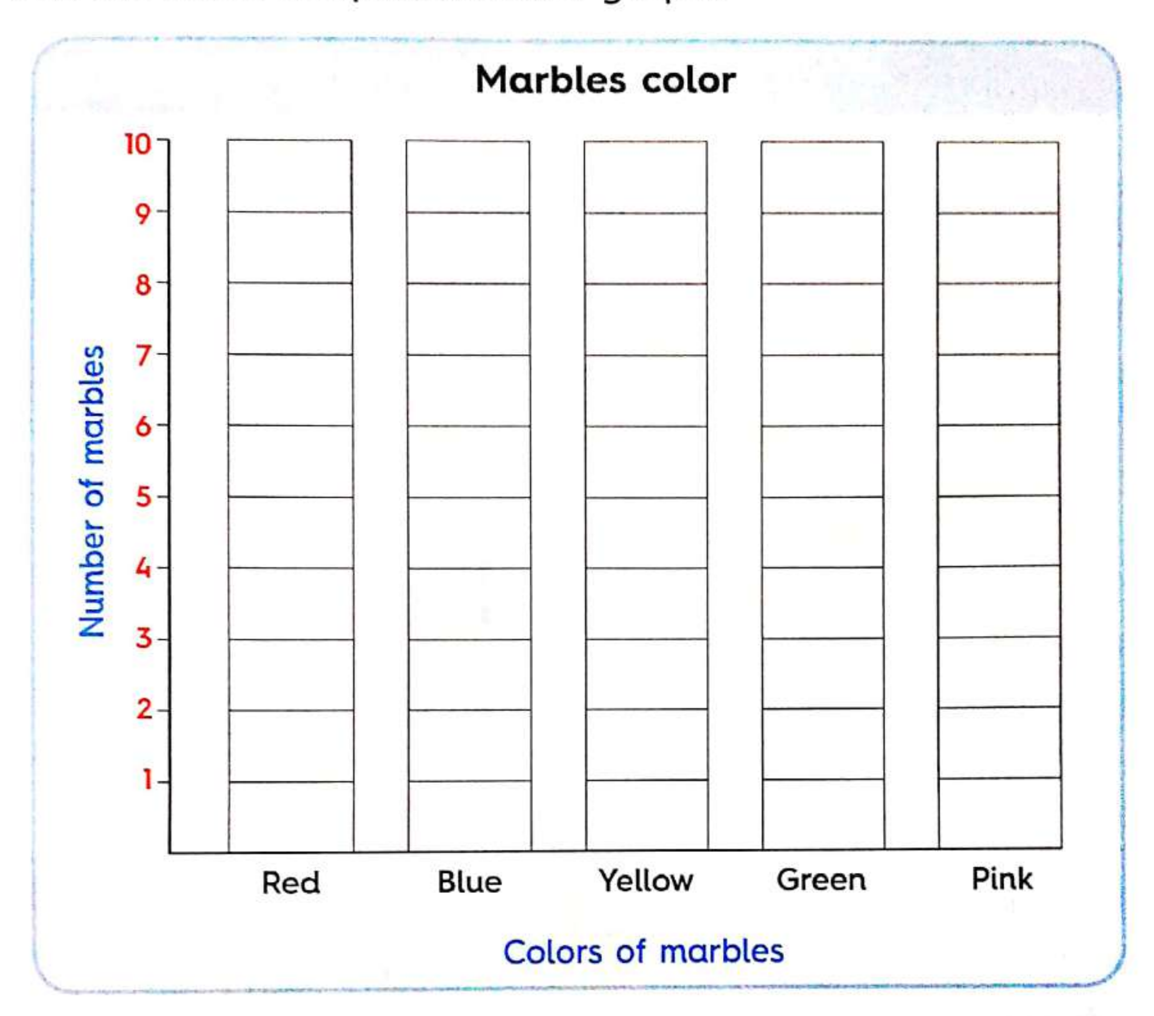
2 Look at the picture, then complete the table.

Marbles color	
Color	**Number**
Red	7
Blue	10
Yellow	5
Green	3
Pink	8

Notes for parents

- With your child, look through a newspaper or a magazine to find a table.
- Ask him/her to describe the information in the table.

From the table complete the bar graph.



Use the bar graph. Complete the following.

- The color of the most marbles is ________
- The color of the least marbles is ________
- The number of yellow marbles is ________
- The number of pink marbles is ________

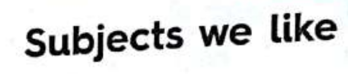
- List the marbles color data from the least to the greatest :

________ , ________ , ________ , ________ , ________

• Help your child to order the data from least to greatest using the bar graph.

Lesson 5

Solving problems about bar graph data



Learn

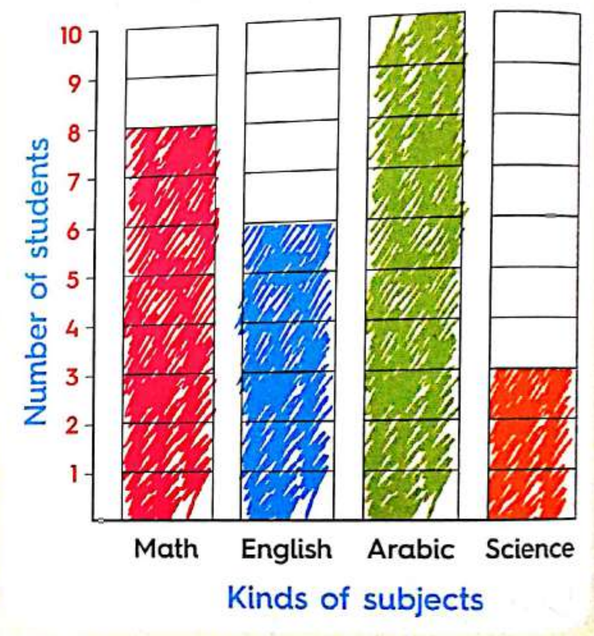
A **bar graph** is a way to represent data visually.

Reading a bar graph gives you information.

Here are some information from the opposite bar graph :

- The subject which liked the least is **science**.

- The subject which liked the most is **Arabic**.



- The number of students who liked math and English is **14**.

Think

You can add to solve a problem.

8 + 6 = 14

- The number of students who liked more Arabic than science is **7**.

Think

You can subtract to solve a problem.

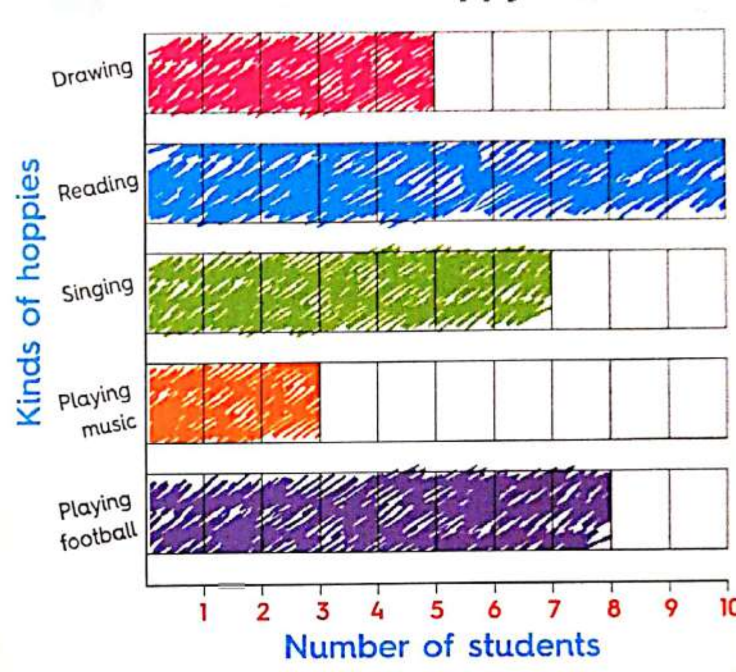
10 − 3 = 7

Notes for parents

- To find the number of students who liked Arabic than science, your child may count the rows between Arabic and science, or count up from 3 to 10 or subtract the smaller number 3 from the bigger number 10

A bar graph is another way to help you compare data.

Here are some information from the opposite bar graph :



- The hoppy which liked the least is **playing music**.

- The hoppy which liked the most is **reading**.

- The number of students who liked drawing and singing in all is **12**.

Think
You can add to solve a problem.
5 + 7 = 12

- The number of students who liked playing football more than drawing is **3**.

Think
You can subtract to solve a problem.
8 − 5 = 3

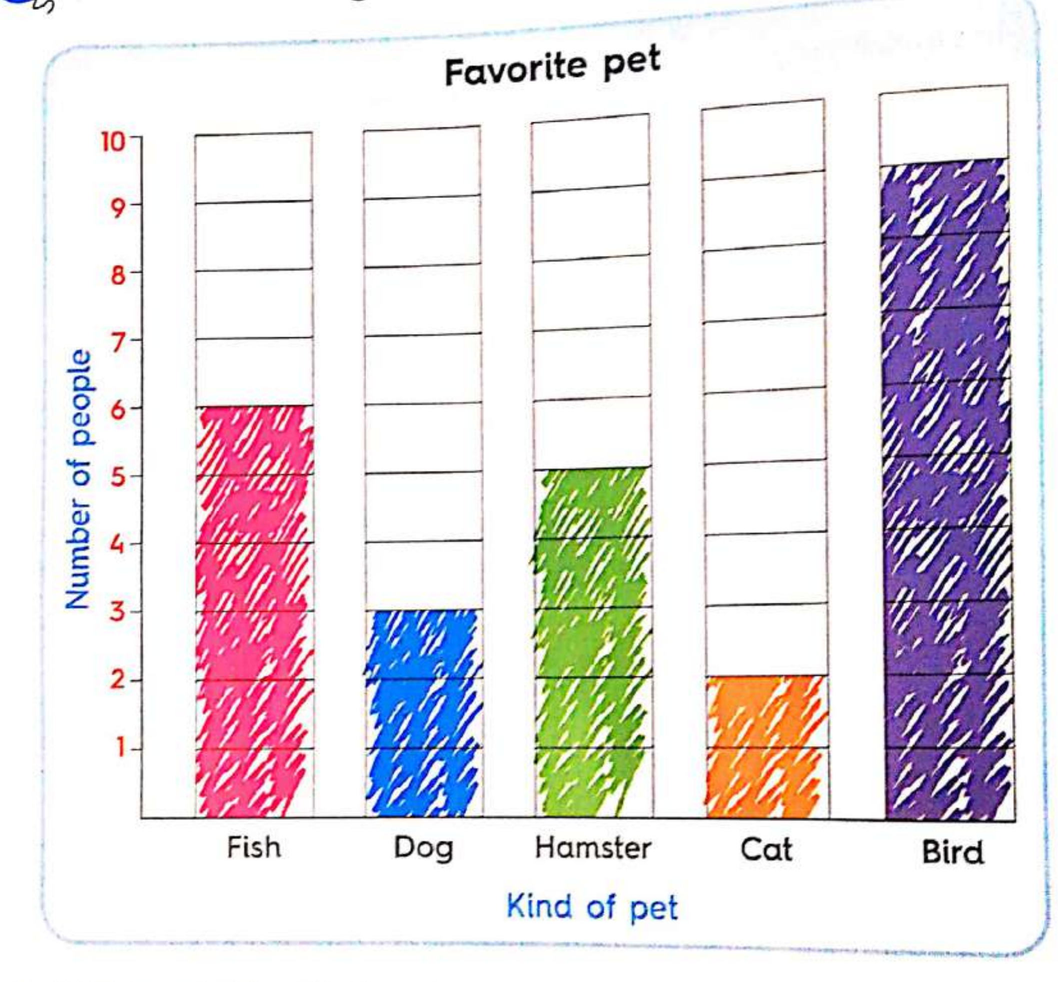
- The number of students who liked reading , playing music and playing football all together is **21**.

Think
You can add to solve a problem.
10 + 3 + 8 = 21

• Help your child to do a lot of different things with data in graph, such as : add two categories together and find the sum, or subtract two categories and find the difference.

Practice

Use the following bar graph to answer the questions.

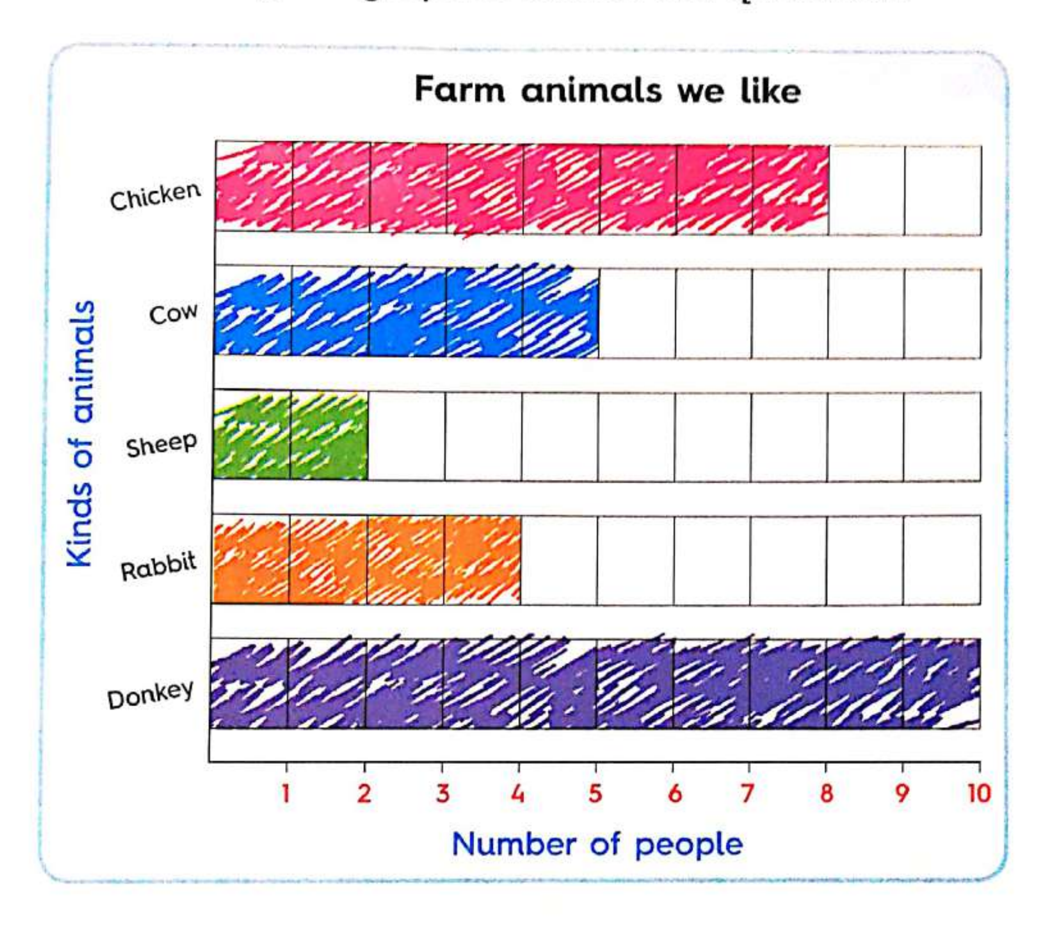


- Which pet is liked the least ? ________
- Which pet is liked the most ? ________
- How many people in all liked birds and cats ? ________
- How many people liked hamsters more than dogs ? ________
- How many people all together liked dogs, hamsters and fish ? ________

Notes for parents

- Let your child read the data on the bar graph and help him/her to solve problems.

Use the following bar graph to answer the questions.



- Which animal is liked the most ? ____________
- Which animal is liked the least ? ____________
- How many people in total liked cows and sheep ? ____________
- How many more people liked chicken than rabbits ? ____________
- How many people in all liked cows, rabbits and donkeys ? ____________

Place a smiley face

• Let your child decide the operation of addition or subtraction in this page to answer the questions.

Lesson 6

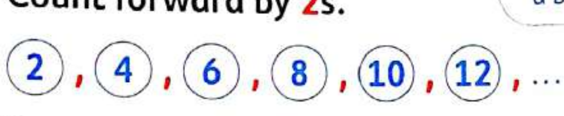
Bar graph with a scale of 2

Pre-study

Start on 2 on the chart.

Count forward by 2s.

Skip counting by 2s will help you when working with a bar graph of a scale of 2



You skipped 3 , 5 , 7 , 9 , 11, ...

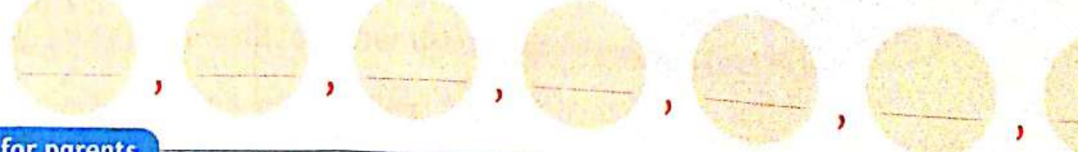
1	**2**	3	**4**	5	**6**	7	**8**	9	**10**
11	**12**	13	**14**	15	**16**	17	**18**	19	**20**
21	**22**	23	**24**	25	**26**	27	**28**	29	**30**
31	**32**	33	**34**	35	**36**	37	**38**	39	**40**
41	**42**	43	**44**	45	**46**	47	**48**	49	**50**
51	**52**	53	**54**	55	**56**	57	**58**	59	**60**
61	**62**	63	**64**	65	**66**	67	**68**	69	**70**
71	**72**	73	**74**	75	**76**	77	**78**	79	**80**
81	**82**	83	**84**	85	**86**	87	**88**	89	**90**
91	**92**	93	**94**	95	**96**	97	**98**	99	**100**

Practice

Start on 6. Skip count by 2s.

8 , 10 , ____ , ____ , ____ , ____ , ____

Start on 40. Skip count by 2s.



Notes for parents

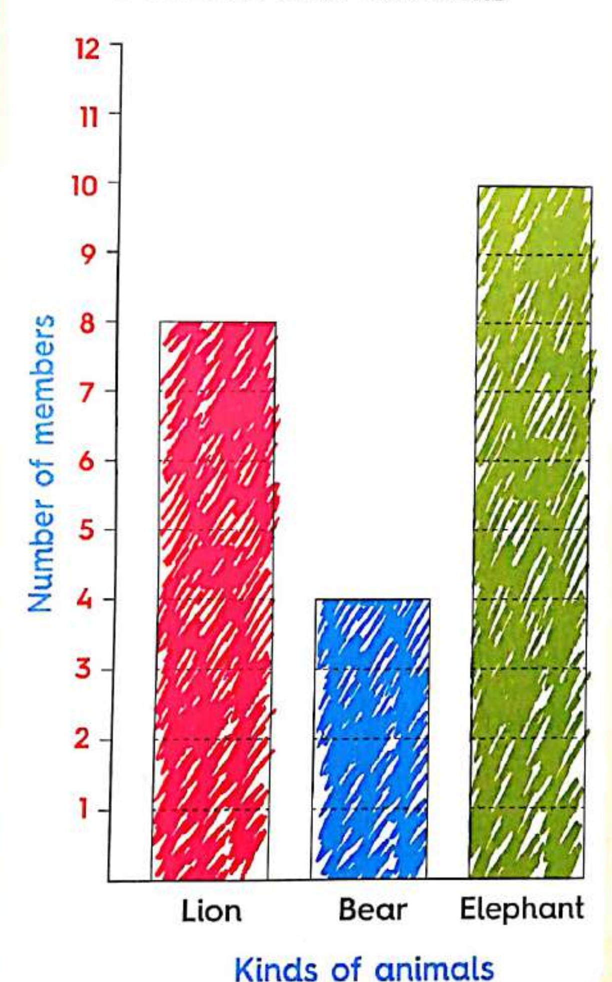
- Ask your child to show you how to count by 2s using the chart.

You can use any scale for a bar graph. Here are two bar graphs that show the same data with different scales.

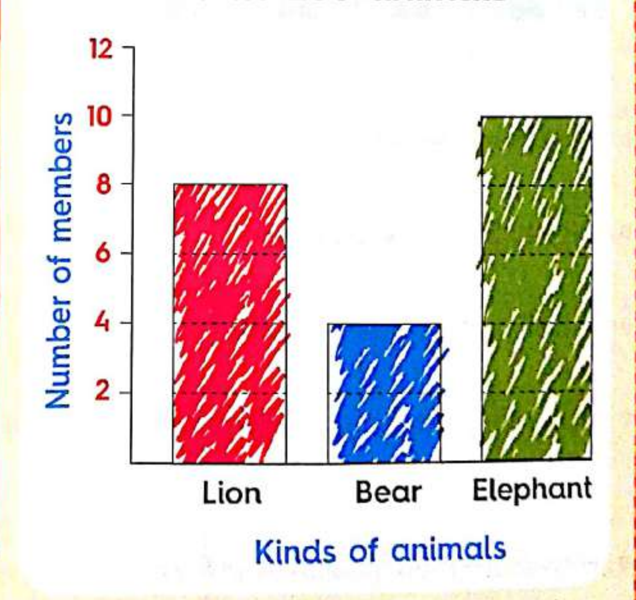
*Each box in the bar graph of scale **1** represents **1** member.*

*Each box in the bar graph of scale **2** represents **2** members.*

Mark uses a scale of 1



Sarah uses a scale of 2

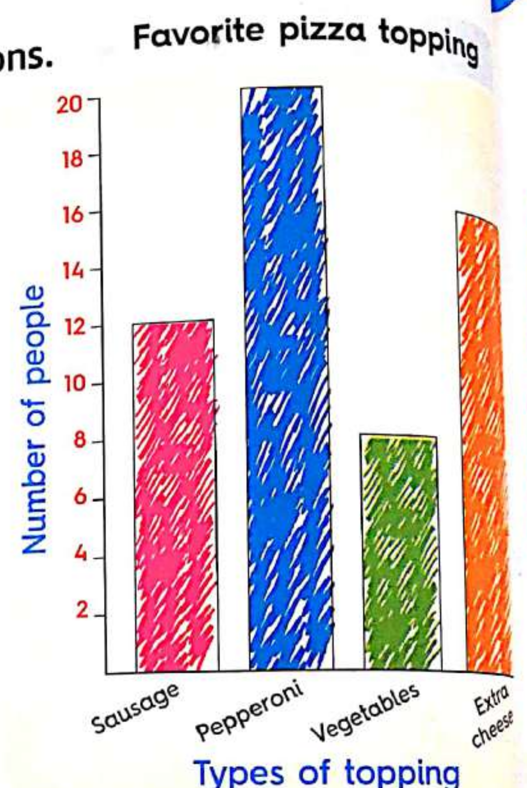


- Train your child to skip counting by 2s.
- Talk with your child that two box of bar graph with a scale of 1 equal one box of bar graph with a scale of 2.

Practice

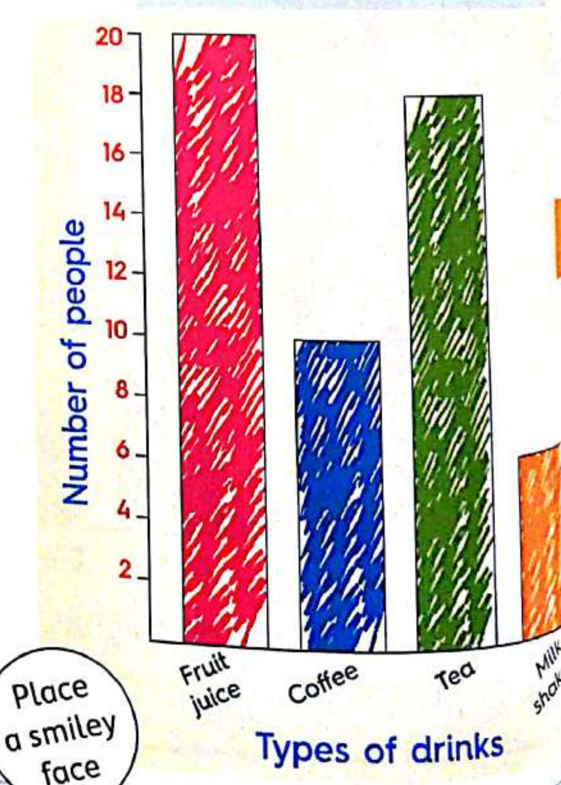
Use the bar graph to answer the questions.

- How many people liked sausage best ? ________
- How many people liked extra cheese best ? ________
- Which pizza topping is liked the least ? ________
- Which pizza topping is liked the most ? ________
- How many people in all liked sausage and vegetables pizza ? ________
- How many more people liked pepperoni than extra cheese ? ________



Use the bar graph to answer the questions.

- How many people liked fruit juice best ? ________
- How many people liked tea best ? ________
- Which drink is liked the least ? ________
- Which drink is liked the most ? ________
- How many people in all liked tea and milk shake ? ________
- How many more people liked fruit juice than coffee ? ________



Place a smiley face

Notes for parents

- Make sure that your child uses the bar graph to answer the questions.
- Help your child to solve the problems using the numbers chart.

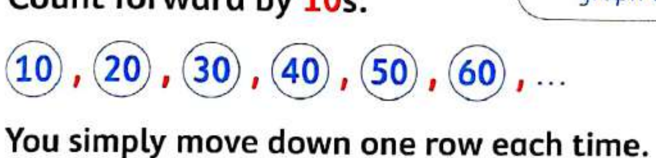
Bar graph with a scale of 10

Pre-study

Start on **10** on the chart.

Count forward by **10**s.

Skip counting by 10s will help you when working with a bar graph of a scale of 10.



You simply move down one row each time.

1	2	3	4	5	6	7	8	9	**10**
11	12	13	14	15	16	17	18	19	**20**
21	22	23	24	25	26	27	28	29	**30**
31	32	33	34	35	36	37	38	39	**40**
41	42	43	44	45	46	47	48	49	**50**
51	52	53	54	55	56	57	58	59	**60**
61	62	63	64	65	66	67	68	69	**70**
71	72	73	74	75	76	77	78	79	**80**
81	82	83	84	85	86	87	88	89	**90**
91	92	93	94	95	96	97	98	99	**100**

Practice

Start on 4. Skip count by 10s.

14 , 24 , ____ , ____ , ____ , ____ , ____

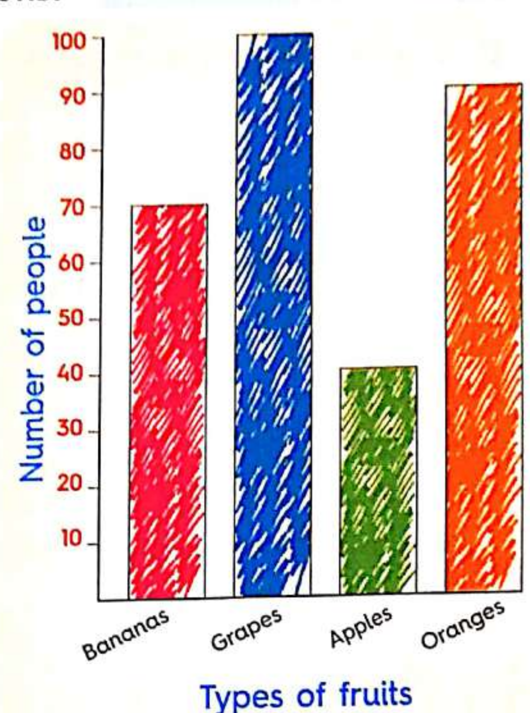
Start on 7. Skip count by 10s.

____ , ____ , ____ , ____ , ____ , ____ , ____

• Ask your child to use the chart to find many patterns when counting by 10s.

Practice

Use the bar graph to answer the questions.



- How many people liked bananas best ? ________
- How many people liked oranges best ? ________
- Which fruit is liked the least ? ________
- Which fruit is liked the most ? ________
- How many people in all liked grapes and apples ?

  ____

- How many more people liked oranges than bananas ?

  ____

Use the bar graph to answer the questions.

Favorite sport

100
90
80
70
60
50
40
30
20
10
Number of people
Tennis
Swimming
Football
Basketball
Types of sports

- How many people liked basketball best ? ________
- How many people liked swimming best ? ________
- Which sport is liked the least ? ________
- Which sport is liked the most ? ________
- How many people in all liked football and swimming ?

  ____

- How many more people liked basketball than tennis ?

  ____

Place a smiley face

• Help your child to read the bar graph and use it to answer the questions.

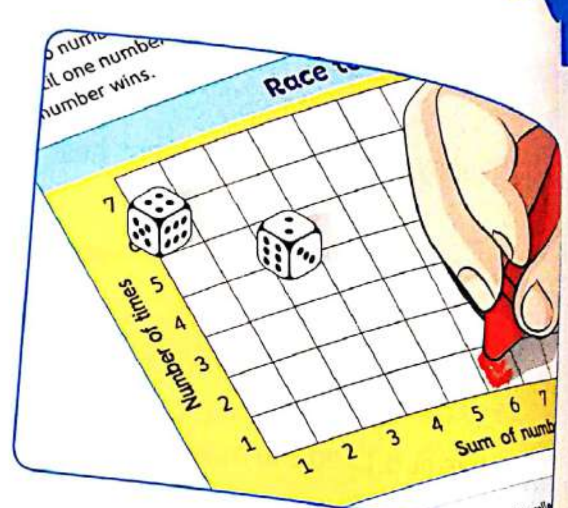
Lesson 8

Collecting data

Race to the Top Game

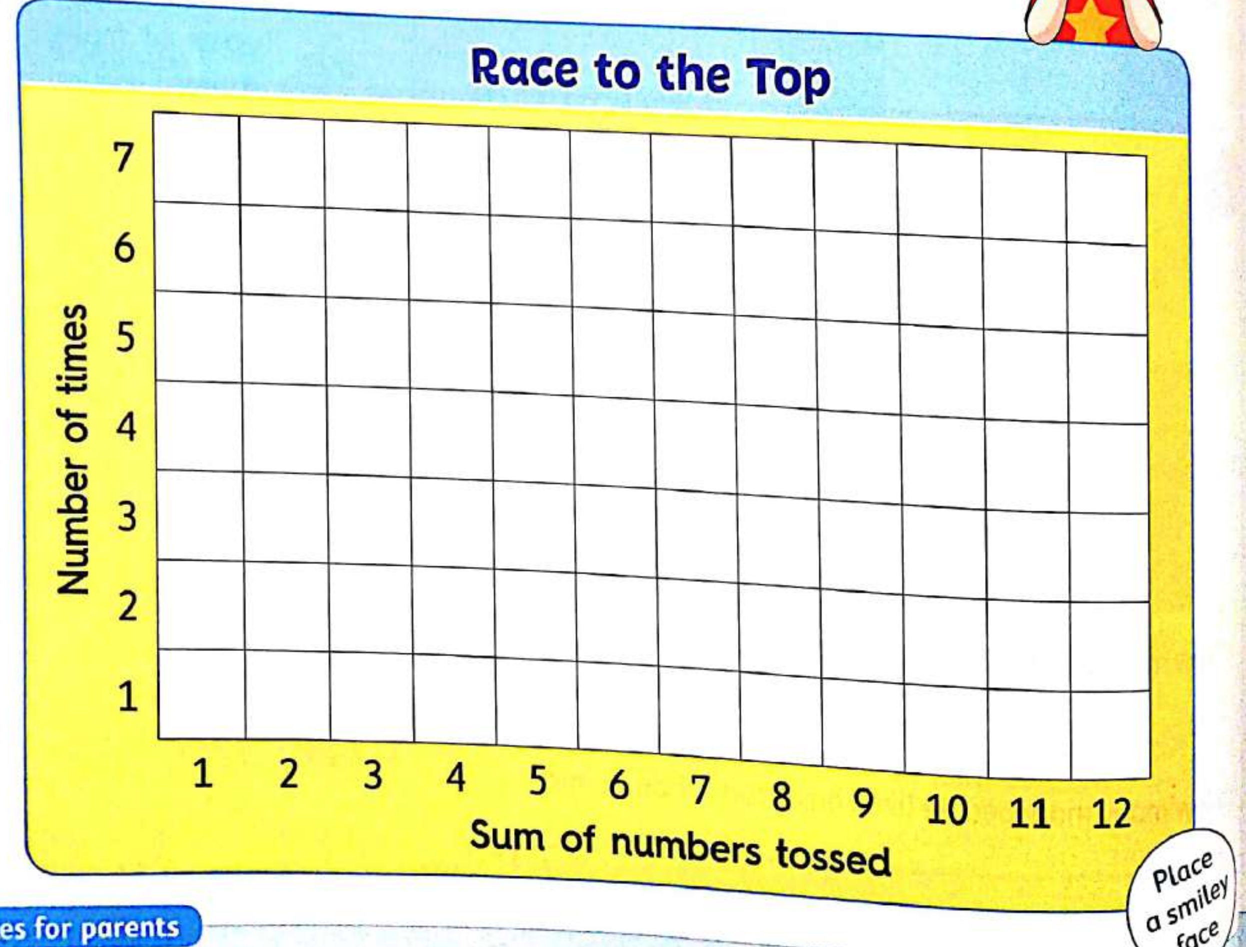
What you need

* 2 dices
* 1 crayon.



How to play

1. Toss the 2 dices together.
2. Color a square on the graph to show the sum of the two numbers you rolled.
3. Roll until one number is colored to the top. That number wins.



Place a smiley face

Notes for parents

- Your child played this game to practice collecting data and graphing.
- Ask him/her to tell you which sum was rolled the least number of times.

Lesson 9 Pictograph

Learn

A **pictograph** is another way to show data.

A pictograph uses pictures to tell how many.

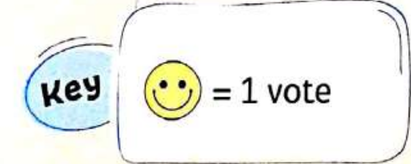
Here are two pictographs that show the same data with different keys.

*The key tells each ☺ represents **1** vote.*

*The key tells each ☺ represents **2** votes.*

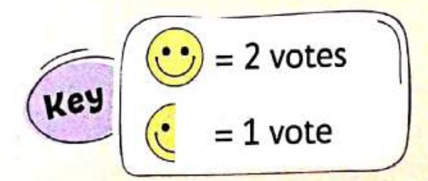
Amir's way

Favorite art materials	
Painter	☺☺☺☺
Marker	☺☺☺☺☺☺☺☺
Clay	☺☺☺☺☺
Crayons	☺☺☺☺☺☺
Colored pencils	☺☺



Magy's way

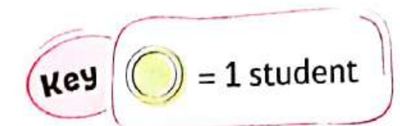
Favorite art materials	
Painter	☺☺
Marker	☺☺☺☺
Clay	☺☺◖
Crayons	☺☺☺
Colored pencils	☺



Practice

Use the key in pictograph to write the numbers in the table.

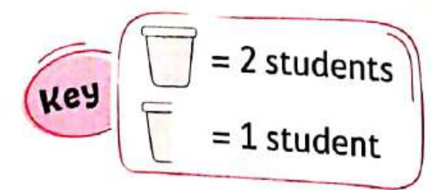
Favorite lunch	
Soup	
Salad	
Pizza	
Spaghetti	
Sandwich	



Favorite lunch	
Food	**Number**
Soup	_____
Salad	_____
Pizza	_____
Spaghetti	_____
Sandwich	_____

Use the key in pictograph to write the numbers in the table.

Favorite juice	
Grapes	
Orange	
Strawberry	
Mango	
Pineapple	

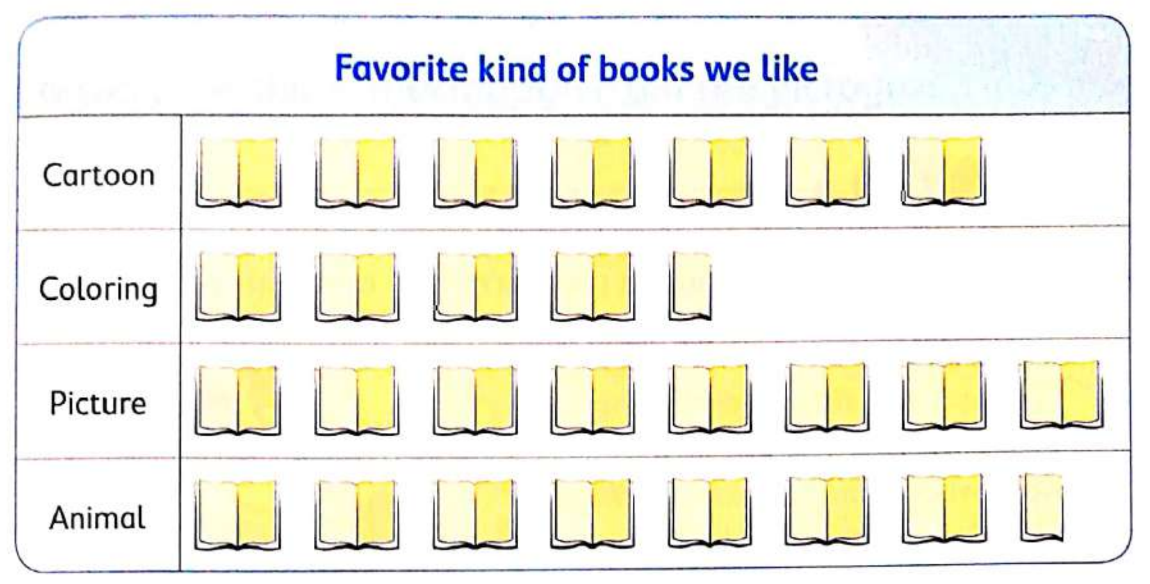


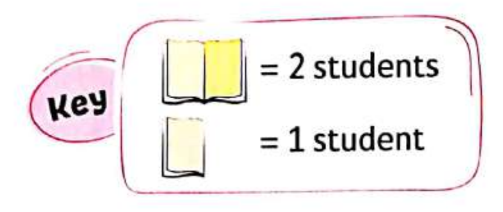
Favorite juice	
Flavor	**Number**
Grapes	_____
Orange	_____
Strawberry	_____
Mango	_____
Pineapple	_____

Notes for parents

- Help your child to find the number of people in each practice.

Use the pictograph and its key to answer the questions.





- How many students liked cartoon books best ? ______
- How many students liked coloring books best ? ______
- How many students liked picture books best ? ______
- How many students liked animal books best ? ______
- Which kind of books is liked the most ? ______
- Which kind of books is liked the least ? ______
- How many more students liked cartoon books than coloring books ? ______
- How many students in all liked picture books and animal books ? ______

• Help your child to use the pictograph to answer the questions and help him/her to solve the problems.

Lesson 10 Pictograph and bar grap

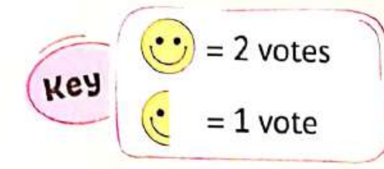
Learn

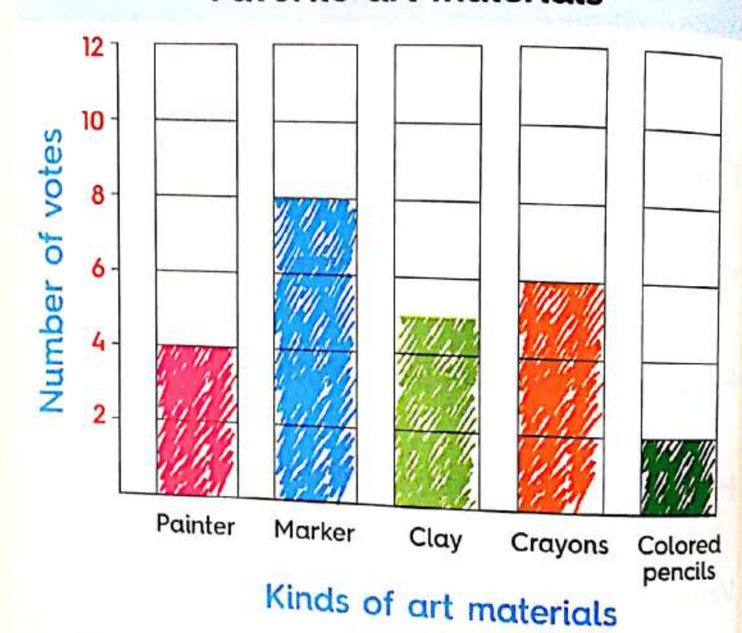
We can represent the data of the pictograph in a bar graph.

I converted the data on pictograph into bar graph and I preferred the bar graph with a scale of 2 to match the key of pictograph.

Favorite art materials

Favorite art materials	
Painter	☺ ☺
Marker	☺ ☺ ☺ ☺
Clay	☺ ☺ ◐
Crayons	☺ ☺ ☺
Colored pencils	☺





Note :

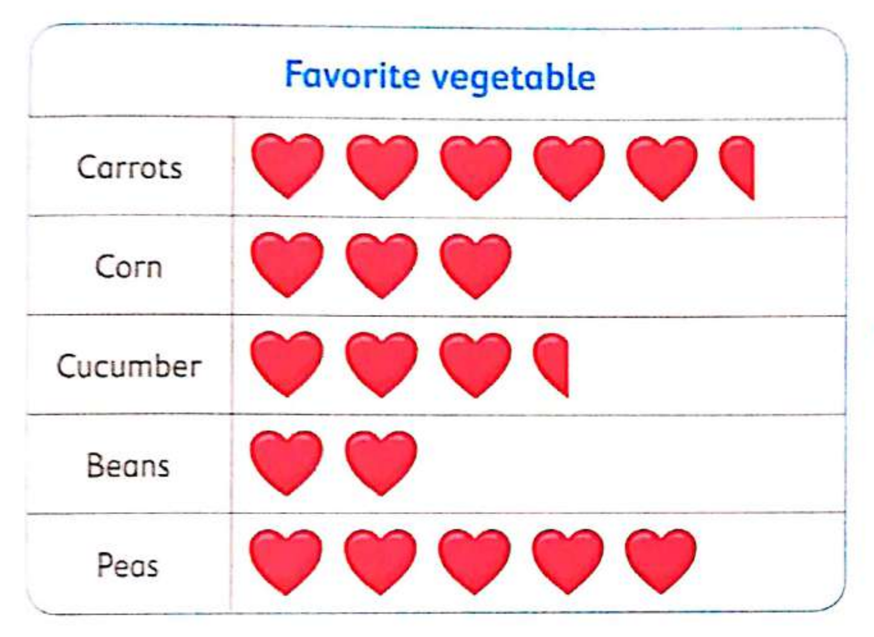
In the above pictograph, the clay category shows 5 votes and to represent it on a bar graph with a scale of 2, you should stop halfway between 4 and 6.

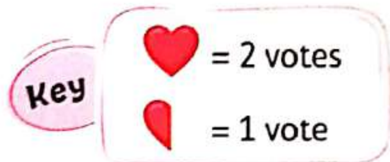
Notes for parents

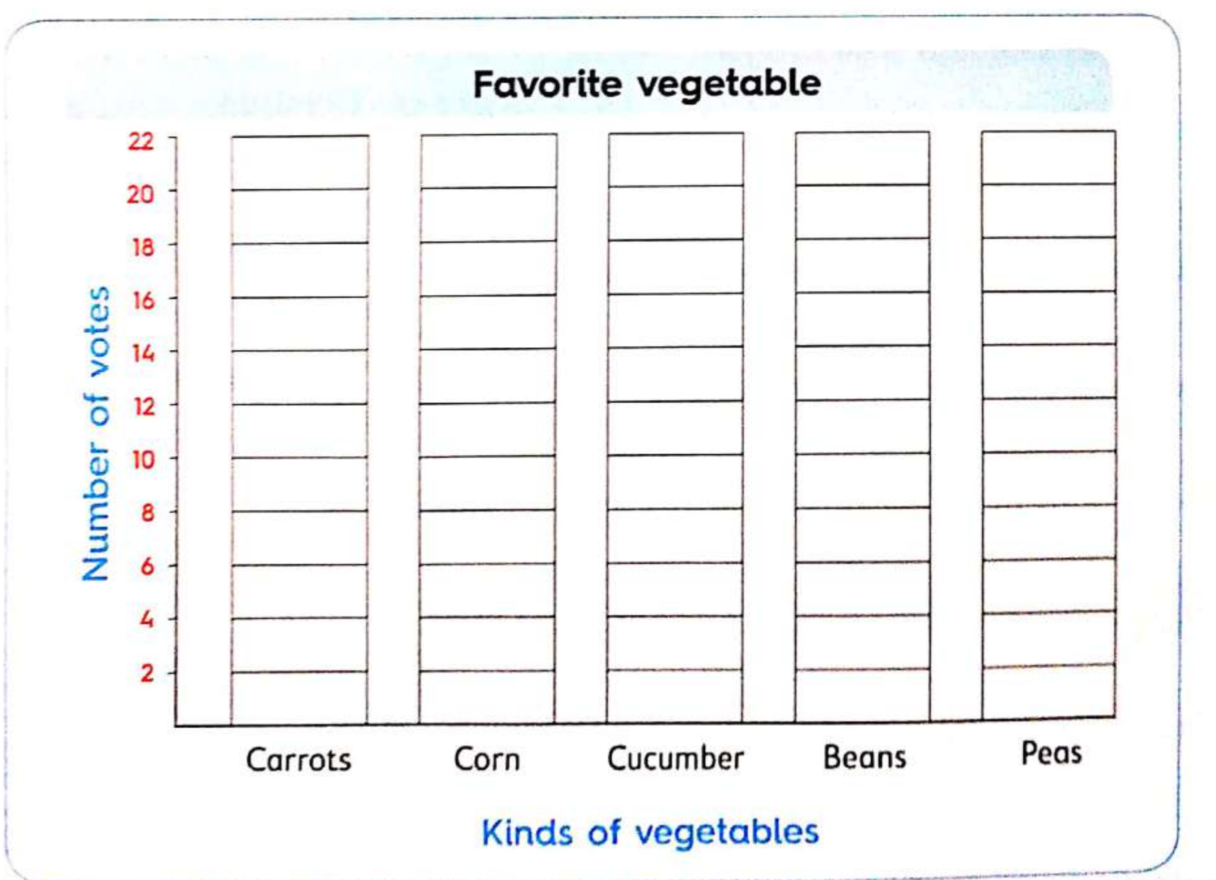
• Help your child to understand that the two graphs look different but they show the same data.

Practice

Convert the same information from the pictograph into a bar graph.

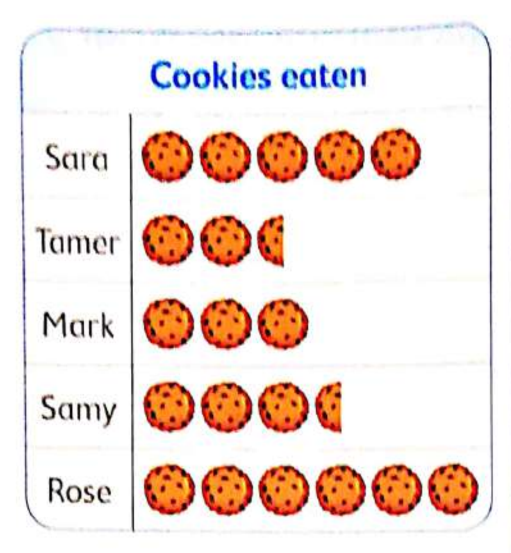


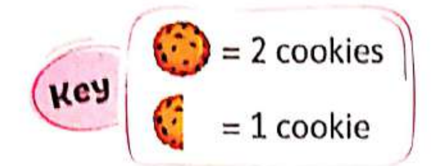


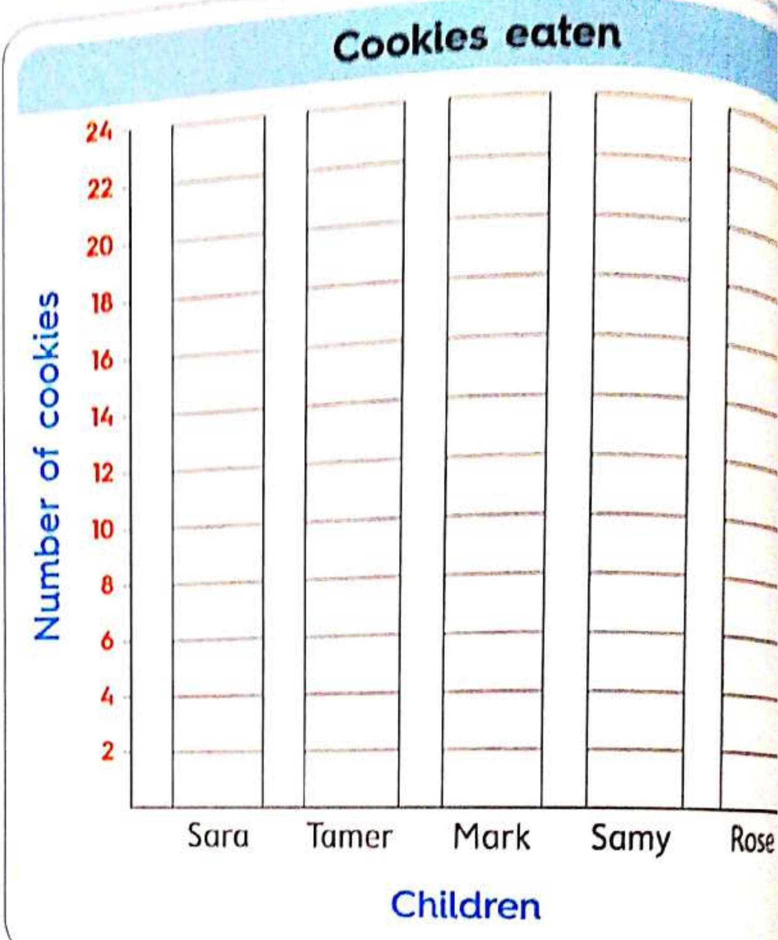


• Help your child to make the bar graph and make sure that your child stands halfway between 2 numbers when he/she represents any odd number.

Convert the same information from the pictograph into a bar graph, then answer the question.







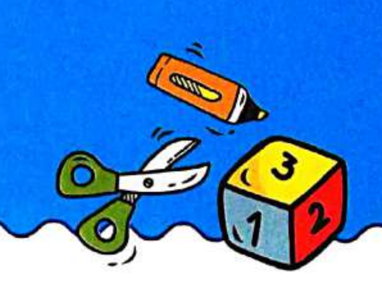
- Who did eat the most number of cookies ? ....
- Who did eat the least number of cookies ? ....
- How many more cookies did Rose eat than Tamer ? ....
- How many cookies did Mark and Samy eat in all ? ....
- How many cookies did Sara, Tamer and Mark in all ? ....

Place a smiley face

Notes for parents

- Ask your child how to represent the odd numbers on a bar graph with a scale of 2.

Activity
Chapter 1

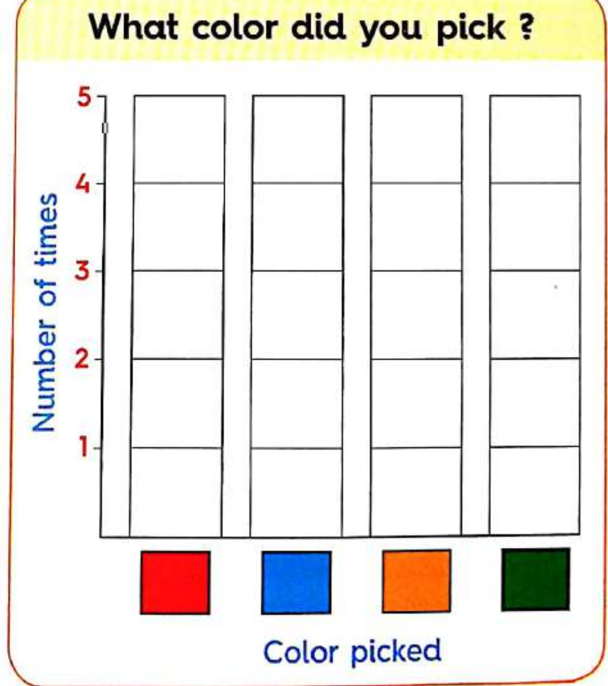


- Put 1 red, 1 blue, 1 yellow, and 1 green cube in a bag.

- Pick a cube from the bag.
  What color is it ?

- Color a box in the bar graph to show the cube you picked.

- **Put the cube back each time.**
- **Do this until one color has been picked 5 times.**



1. How many times was blue picked ?

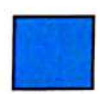
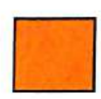
   ________ times.

2. How many times was yellow picked ?

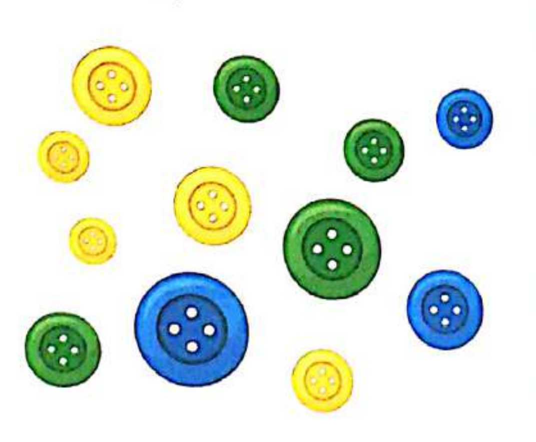
   ________ times.

3. Circle the color that was picked the most times.

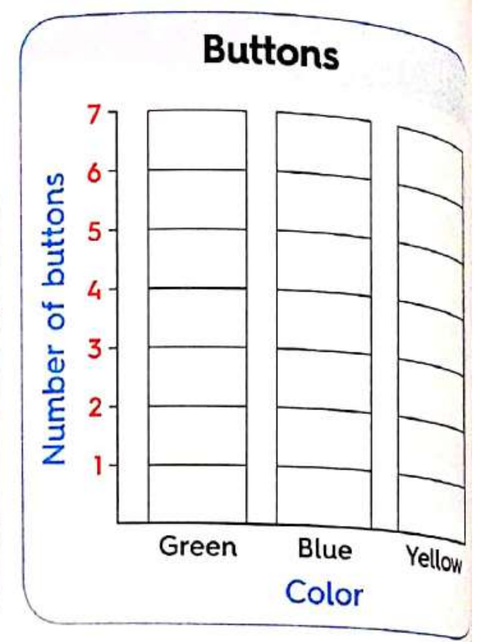
4. Circle the color that was picked the least times.

1 Use the picture to complete the table. Then shade boxes in the graph to show data.



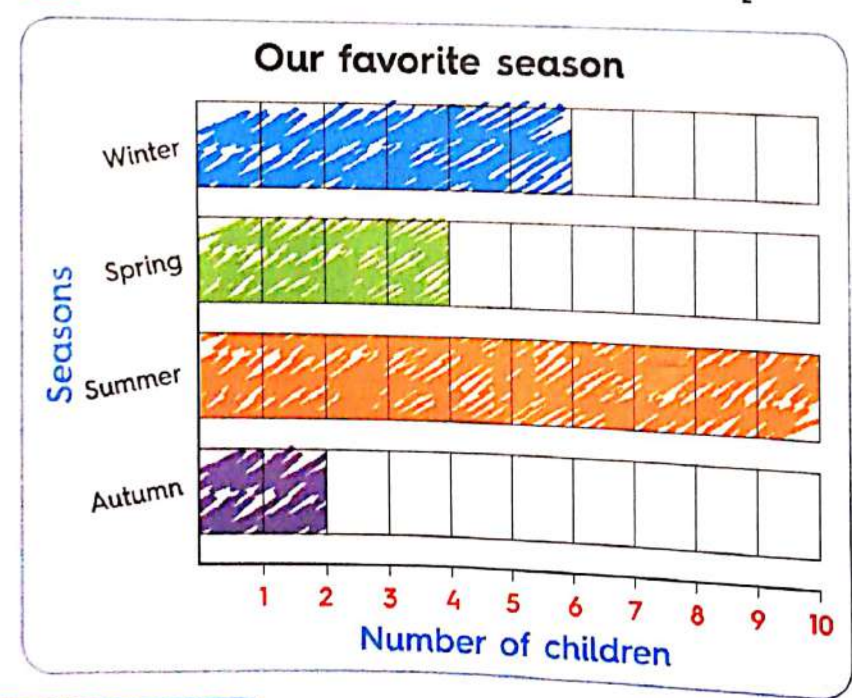
Buttons	
Color	**Number**
Green	____
Blue	____
Yellow	____



Use the bar graph to answer the questions :

1. How many yellow buttons are there ? ____
2. How many more green buttons than blue buttons ? ____

2 Use the bar graph to answer the questions :



1. How many children chose winter as their favorite season ? ____
2. How many children in all chose summer and spring ? ____
3. Which season is the favorite of the fewest children ? ____

Notes for parents

- In this extra practice your child will review on all what he/she had learned in chapter 1.

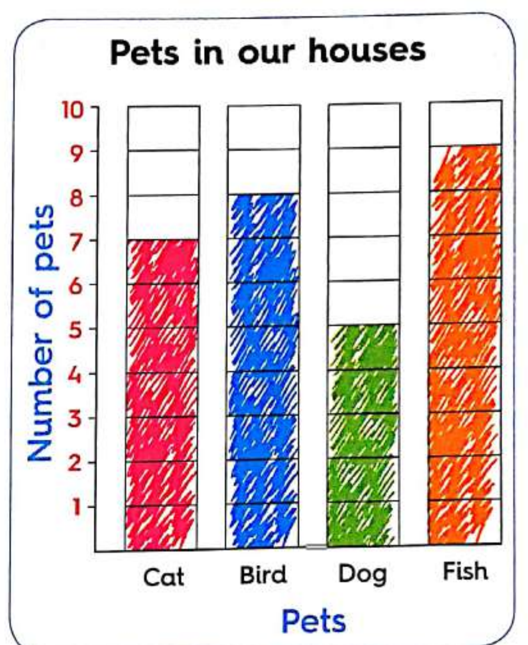
3 Use the bar graph to complete using > , < or =.

1. Number of cats ______ ◯ ______ Number of dogs

2. Number of fish ______ ◯ ______ Number of birds

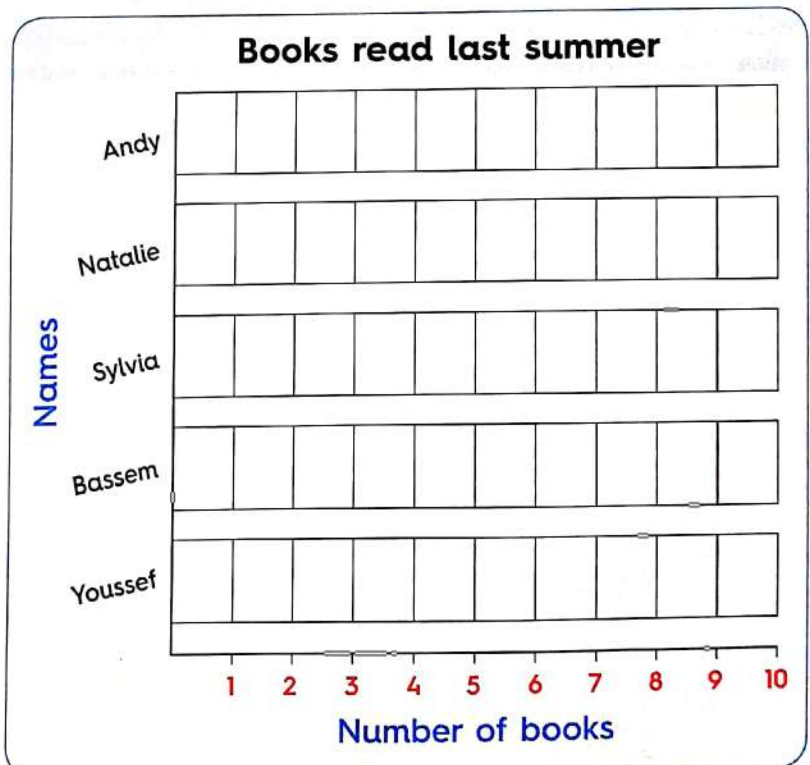
3. Number of birds ______ ◯ ______ Number of cats

4. Number of dogs ______ ◯ ______ Number of fish



4 Use the table to make a bar graph with the same data.

Books read last summer	
Name	**Number**
Andy	3
Natalie	5
Sylvia	4
Bassem	9
Youssef	6



- Use the graph to order the names who read the books from the least to the greatest.

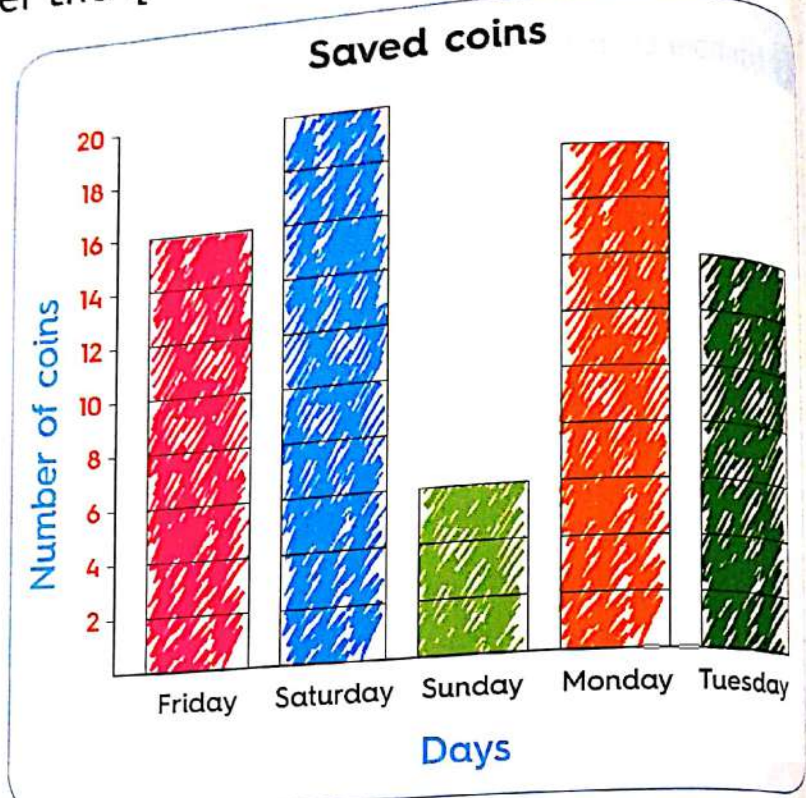
______ , ______ , ______ , ______ , ______

5 Use the graph to answer the questions.

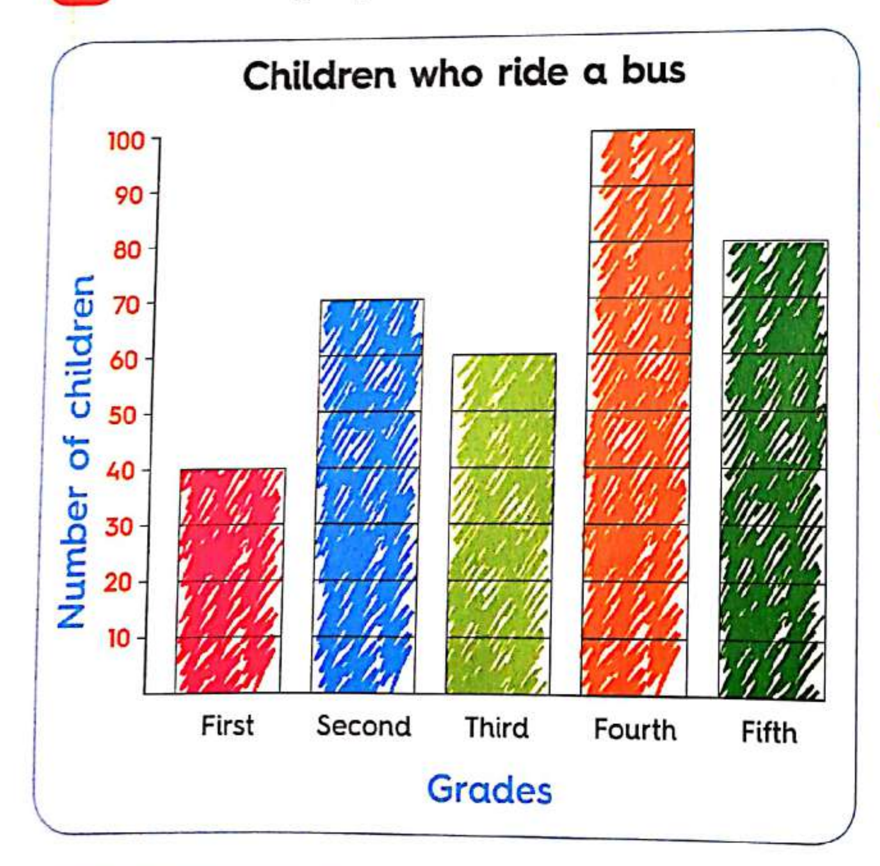
1 Which day has the most savings ? ____________

2 How many coins are saved on Sunday and Tuesday ?

____



6 Use the graph to answer the questions.



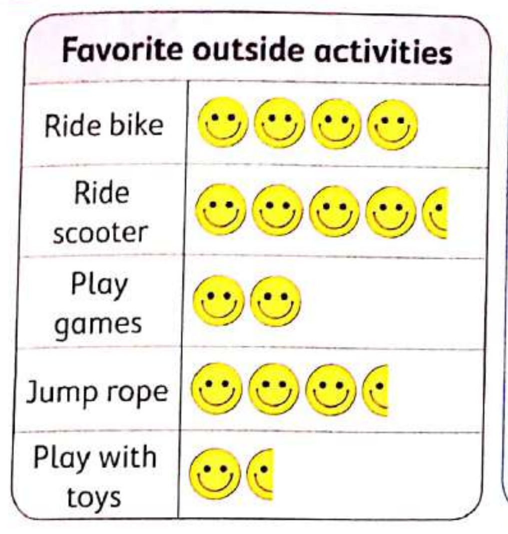
1 Which grade has the fewest bus riders ?

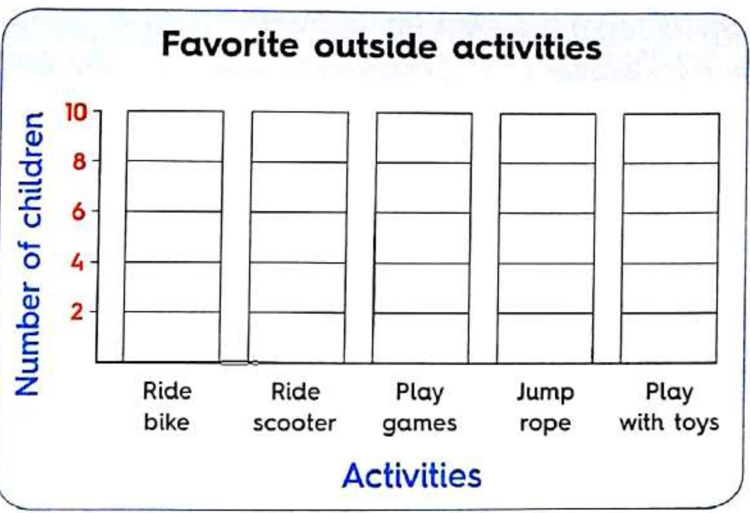
____

2 How many more children ride the bus in fourth grade than second grade ?

____

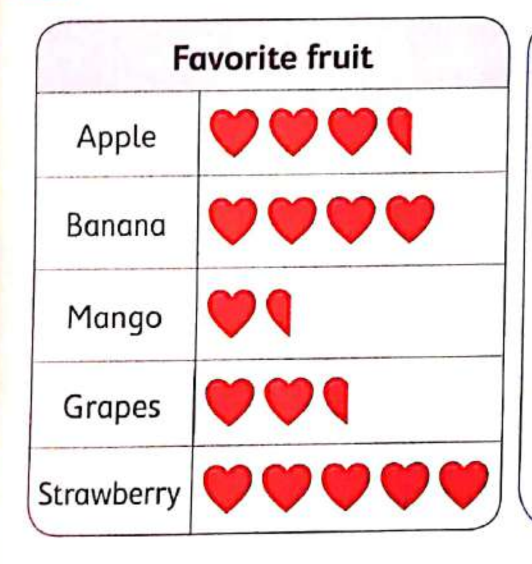
7 Use the pictograph to make a bar graph. Then answer the questions.

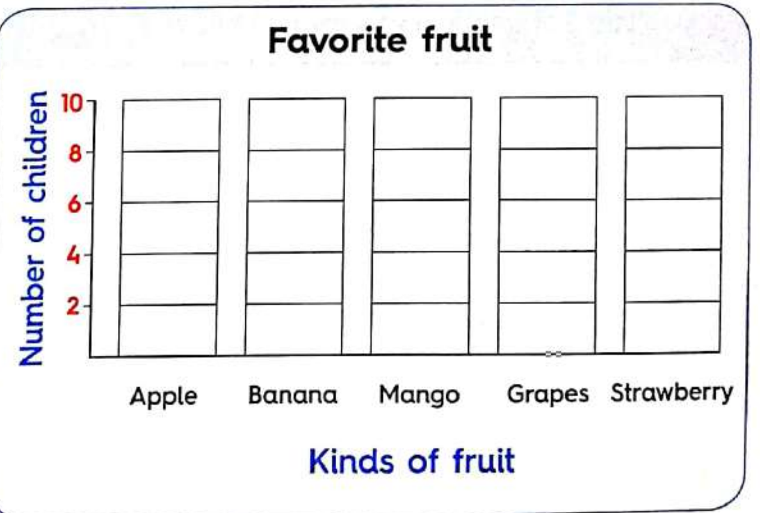




1. Which activity is favored by the most children ? ____________
2. How many children like jump rope best ? ____________

8 Use the pictograph to make a bar graph. Then answer the questions.



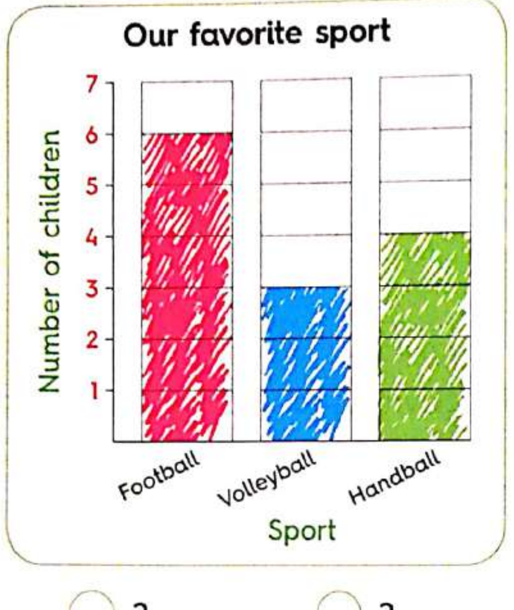


1. Which fruit is favored by the least children ? ____________
2. How many children liked both banana and grapes ? ____________

Assessment

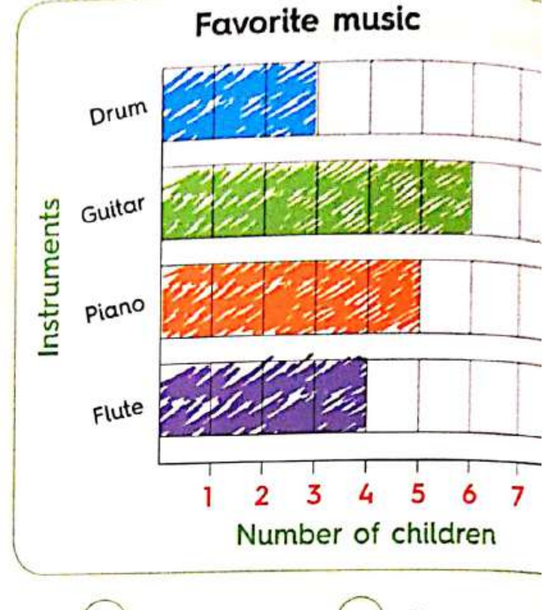
Chapter 1

1 Use the bar graph. How many more children chose football than handball ?



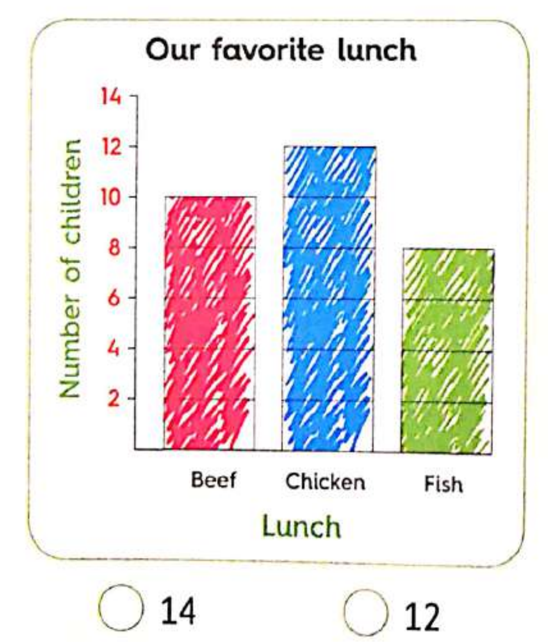
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 6

2 Use the graph. Which instrumen music did the most children choo



- ◯ Drum
- ◯ Guitar
- ◯ Piano
- ◯ Flute

3 Use the bar graph. How many children chose chicken as their favorite lunch ?



- ◯ 14
- ◯ 12
- ◯ 10
- ◯ 8

4 Use the pictograph. How many children like orange juice best ?

Cookies eaten	
Apple	☺ ☺ ☺ ☺
Orange	☺ ☺ ☺ ☺ ◖
Mango	☺ ☺

- ◯ 10
- ◯ 9
- ◯ 8
- ◯ 4

Chapter
2

Outcomes and key vocabulary of cha

Lesson 11

Outcomes :

- Participate in calendar math activities.
- Apply the mental math strategy of adding doubles.
- Solve addition problems.

Key vocabulary :

- Calendar
- Doubles
- Mental math
- Strategy
- Sum

Lesson 12

Outcomes :

- Participate in calendar math activities.
- Apply the mental math strategy of counting on from the bigger number to add.
- Apply the mental math strategy of counting on from the smaller number to subtract.
- Solve addition and subtraction problems.

Key vocabulary :

- Calendar
- Mental math
- Strategy
- Sum
- Bigger
- Smaller
- Counting on

Lesson 13

Outcomes :

- Participate in calendar math activities.
- Solve addition and subtraction problems.
- Apply the mental math strategy of adding or subtracting 10.

Key vocabulary :

- Calendar
- Mental math
- Strategy
- Column
- Difference
- Pattern
- Row

Lesson 14

Outcomes :

- Participate in calendar math activities.
- Solve addition and subtraction problems.
- Apply the mental math strategy of making tens to add or subtract.

Key vocabulary :

- Calendar
- Mental math
- Strategy
- Addend

Lesson 15

Outcomes :

- Participate in calendar math activities.
- Apply mental math strategies to solve addition story problems.

Key vocabulary :

- Calendar
- Doubles
- Mental math
- Strategy
- Sum

Lesson 16

Outcomes :

- Participate in calendar math activities.
- Apply mental math strategies to solve subtraction story problems.

Key vocabulary :

- Mental math
- Strategy
- Story problem

Lesson 17

Outcomes :

- Participate in calendar math activities.
- Solve addition problems to find a missing addend.
- Apply mental math strategies to solve addition problems.

Key vocabulary :

- Mental math
- Strategy
- Addend
- Unknown

Lesson 18

Outcomes :

- Participate in calendar math activities.
- Solve subtraction problems to find a missing subtrahend
- Apply mental math strategies to solve subtraction problems.

Key vocabulary :

- Mental math
- Strategy
- Unknown
- Subtrahend

Lesson 19

Outcomes :

- Participate in calendar math activities.
- Solve problems to find a missing addend or subtrahend.
- Apply mental math strategies to solve addition and subtraction problems.

Key vocabulary :

- Mental math
- Strategy
- Unknown

Lesson 20

Outcomes :

- Participate in calendar math activities.
- Apply mental math strategies to add 1-digit number and 2-digit number.

Key vocabulary :

Review vocabulary from lessons 11 to 20 as needed.

Activities at home

Calendar math time

Begin each lesson with Calendar Math Time, During this time discuss your child what day it is, learn the days of the week and months of the year, count how many days your child have been in school and put a circle around this number on the 120 chart.

Every day your child go to school, ask him/her to put 1 straw in the ones pocket till this pocket has 10 straws, your child have to bundle them together and move the bundle to the tens pocket.

Hundreds

Count on hop

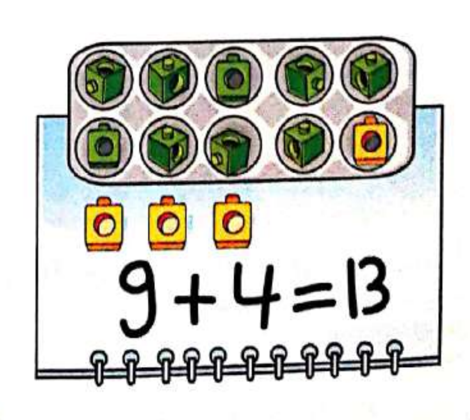
Create a large number bar on the floor. Show your child how to solve addition problem by starting on the greater number and jumping to show another addend. For example, for 7 + 3, start on 7 and jump 3 squares to 10.

Doubles art

Provide your child with drawing materials and doubles number sentence. Ask your child to create drawing to illustrate this sentence. Hang the finished drawing in your child room.

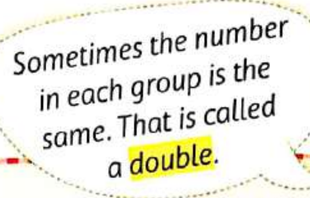
Make a 10 to add

Use a 10 frame and counters to model addition problem, for example use cubes and an egg cartoon to model the addition problem 9 + 4. Help your child to use the egg cartoon to make a 10 and add 3 to get 13



Doubles - Doubles plus one

Learn

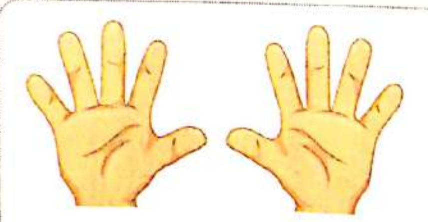


1 eye + 1 eye = 2 eyes

2 legs + 2 legs = 4 legs

3 flowers + 3 flowers = 6 flowers

4 legs + 4 legs = 8 legs



5 fingers + 5 fingers = 10 fingers

6 crayons + 6 crayons = 12 crayons

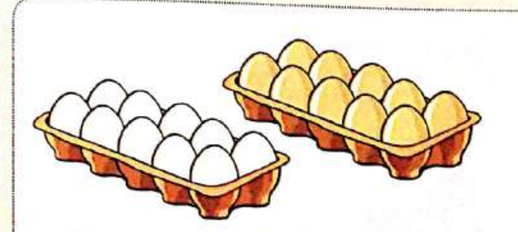
May

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

7 days + 7 days = 14 days

8 pieces + 8 pieces = 16 pieces

9 books + 9 books = 18 books



10 eggs + 10 eggs = 20 eggs

Notes for parents

• Ask your child to name some doubles.

Practice

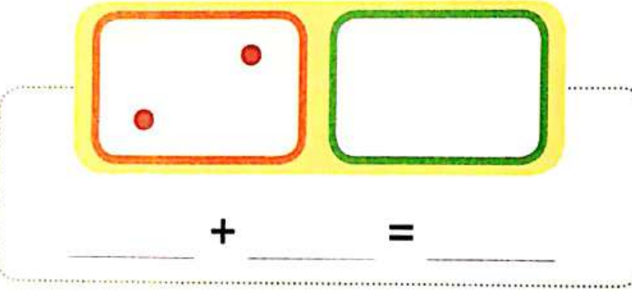
Draw dots to make these doubles. Write the number sentence.

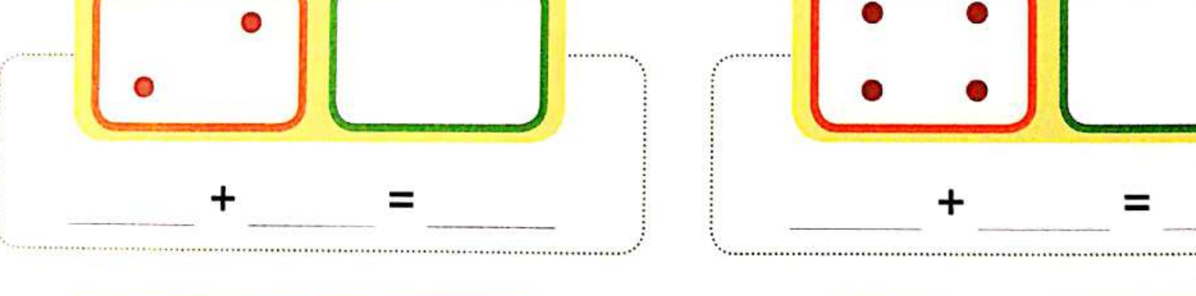
3 + 3 = 6

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___



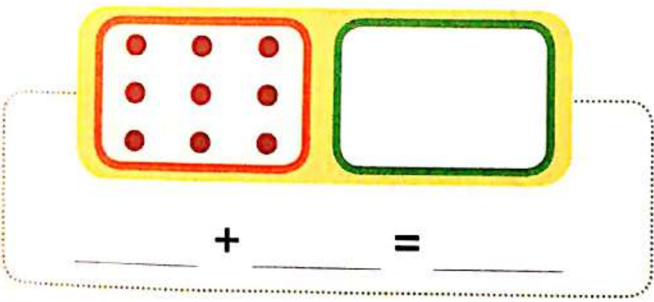


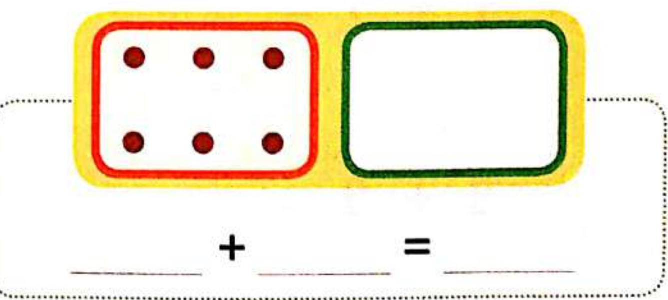
___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___





___ + ___ = ___

___ + ___ = ___

• Say a number from 1 to 10, then ask your child to tell you its double.

Learn

$$\begin{array}{r} 8 \\ +\ 8 \\ \hline 16 \end{array}$$

16 is the double of 8

When you add two numbers that are the same, the sentence is a double fact.
8 + 8 = 16 is a doubles fact.

Practice

Add. Write the sums.

$$\begin{array}{r} 2 \\ +\ 2 \\ \hline ___ \end{array} \qquad \begin{array}{r} 10 \\ +\ 10 \\ \hline ___ \end{array} \qquad \begin{array}{r} 7 \\ +\ 7 \\ \hline ___ \end{array} \qquad \begin{array}{r} 4 \\ +\ 4 \\ \hline ___ \end{array}$$

3 + 3 = _____ 5 + 5 = _____

9 + 9 = _____ 1 + 1 = _____

8 + 8 = _____ 6 + 6 = _____

Notes for parents

- Ask your child to give you one example of a doubles fact (3 + 3 = 6) and one example of an addition sentence that is not a doubles fact (3 + 5 = 8).

Learn

5 + 5 = 10
is a **doubles** fact.
5 + 6 = 11
is a **doubles plus one** fact.

$$\begin{array}{r} 5 \\ +\,5 \\ \hline 10 \end{array} \qquad \begin{array}{r} 5 \\ +\,6 \\ \hline 11 \end{array}$$

5 + 5 = 10 is a **doubles** fact.

5 + 6 = 11 is a **doubles plus one** fact.

Practice

Write the sums.

6 + 6 = ___	6 + 7 = ___	3 + 3 = ___	3 + 4 = ___	8 + 8 = ___	8 + 9 = ___
2 + 2 = ___	3 + 2 = ___	9 + 9 = ___	10 + 9 = ___	4 + 4 = ___	5 + 4 = ___
5 + 5 = ___	6 + 5 = ___	7 + 7 = ___	7 + 8 = ___	0 + 0 = ___	0 + 1 = ___

• Have your child tell you the doubles facts and the doubles plus one facts for 3 as 3 + 3 = 6 , so 3 + 4 = 7

Place a smiley face

Lesson 12

Counting on to add and subtract

Learn

Count on to find the sum. Start with the greater number to make counting easier.

What is 8 + 2 ?

Say 8
Count on 2 more.
9,10
The sum is 10

$$\begin{array}{r} 8 \\ + \ 2 \\ \hline 10 \end{array}$$

What is 4 + 12 ?

Say 12
Count on 4 more.
13,14,15,16
The sum is 16

$$\begin{array}{r} 4 \\ + \ 12 \\ \hline 16 \end{array}$$

When you add, the answer is called the sum.

Practice

Circle the greater number. Count on to find the sum.

6 + 2 = 8	5 + 8 = ___	9 + 3 = ___	4 + 7 = ___
5 + 2 = ___	8 + 9 = ___	12 + 7 = ___	9 + 10 = ___

Notes for parents

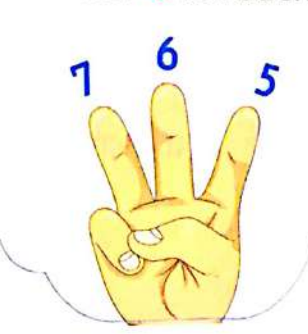
- When you count on to find the sum, your child can start with the smaller number, but it is easier to start with the greater one.

Learn

Count on to find the **difference**. Start with the smaller number.

What is $7 - 4$?

Use your fingers to count on after 4 to reach 7.



$$\begin{array}{r} 7 \\ -\ 4 \\ \hline 3 \end{array}$$

You raised 3 fingers.

When you subtract, the answer is called the difference.

Practice

Circle the smaller number. Count on to find the difference.

$$\begin{array}{r} 9 \\ -\ (5) \\ \hline 4 \end{array} \quad \begin{array}{r} 12 \\ -\ 7 \\ \hline __ \end{array} \quad \begin{array}{r} 8 \\ -\ 2 \\ \hline __ \end{array} \quad \begin{array}{r} 10 \\ -\ 5 \\ \hline __ \end{array}$$

$$\begin{array}{r} 13 \\ -\ 4 \\ \hline __ \end{array} \quad \begin{array}{r} 15 \\ -\ 9 \\ \hline __ \end{array} \quad \begin{array}{r} 16 \\ -\ 8 \\ \hline __ \end{array} \quad \begin{array}{r} 22 \\ -\ 12 \\ \hline __ \end{array}$$

Place a smiley face

- Your child also can count back to find the difference 7 – 4.
Start at the greater number 7 and count 4 backwards (6 , 5 , 4 , 3), the answer is 3.

Lesson 13

Adding or subtracting 10

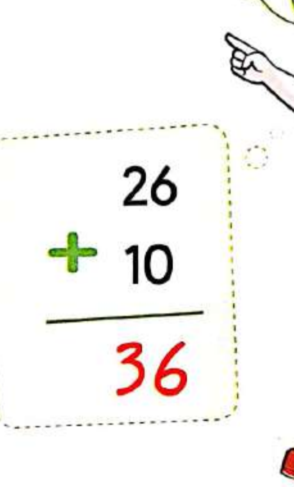
Learn

Add 26 + 10

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

To 31

Start at **26** and count **10** forward, you will reach **36**. You moved down one row.



$$\begin{array}{r} 26 \\ + \ 10 \\ \hline 36 \end{array}$$

Practice

Use the numbers chart to add.

12 + 10 = ____	47 + 10 = ____	29 + 10 = ____
30 + 10 = ____	7 + 10 = ____	11 + 10 = ____

Notes for parents

• Help your child to use the numbers chart to solve the problems in this page.

Learn

From the previous practice, you notice that when **add 10**, the digit in ones place doesn't change ,and the digit in tens place increases by 1.

For example:

$$\begin{array}{r} 38 \\ +\ 10 \\ \hline 48 \end{array} \qquad \begin{array}{r} 25 \\ +\ 10 \\ \hline 35 \end{array} \qquad \begin{array}{r} 20 \\ +\ 10 \\ \hline 30 \end{array}$$

Practice

Add.

$$\begin{array}{r} 37 \\ +\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 29 \\ +\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +\ 44 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\ 10 \\ \hline \end{array}$$

$23 + 10 =$

$10 + 15 =$

$21 + 10 =$

Learn

Subtract 26 - 10

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

To 20

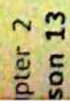
$$\begin{array}{r} 26 \\ -\ 10 \\ \hline 16 \end{array}$$

Practice

Use the numbers chart to subtract.

15 – 10 = ______	20 – 10 = ______	18 – 10 = ______
44 – 10 = ______	31 – 10 = ______	39 – 10 = ______

Notes for parents



• Help your child to use the numbers chart to solve the problems in this page.

Learn

From the previous practice, you notice that when **subtract 10**, the digit in ones place doesn't change, and the digit in tens place decreases by 1.

For example:

25	49	16
− 10	− 10	− 10
15	39	6

Practice

Subtract.

23	77	58	17
− 10	− 10	− 10	− 10
____	____	____	____

64 − 10 = ____ | 46 − 10 = ____ | 10 − 10 = ____

• Ask your child how to find the difference 23 − 10.

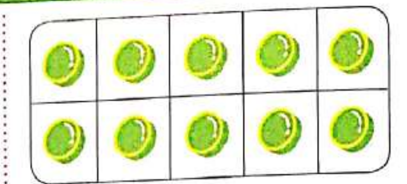
Lesson 14

Make a 10 to add and subtract

Pre-study

Remember components of 10

$10 + 0 = 10$

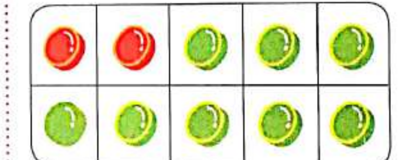


$0 + 10 = 10$

$9 + 1 = 10$

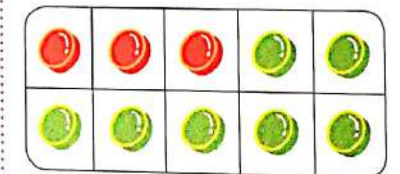
$1 + 9 = 10$

$8 + 2 = 10$

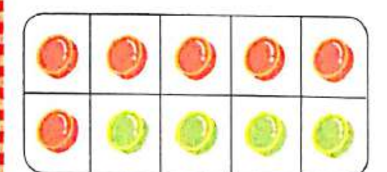


$2 + 8 = 10$

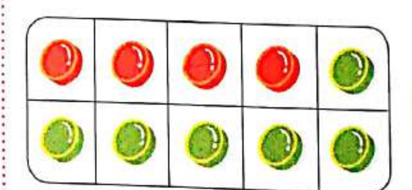
$7 + 3 = 10$



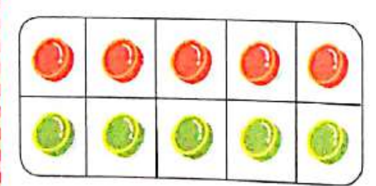
$3 + 7 = 10$



$6 + 4 = 10$



$4 + 6 = 10$



$5 + 5 = 10$

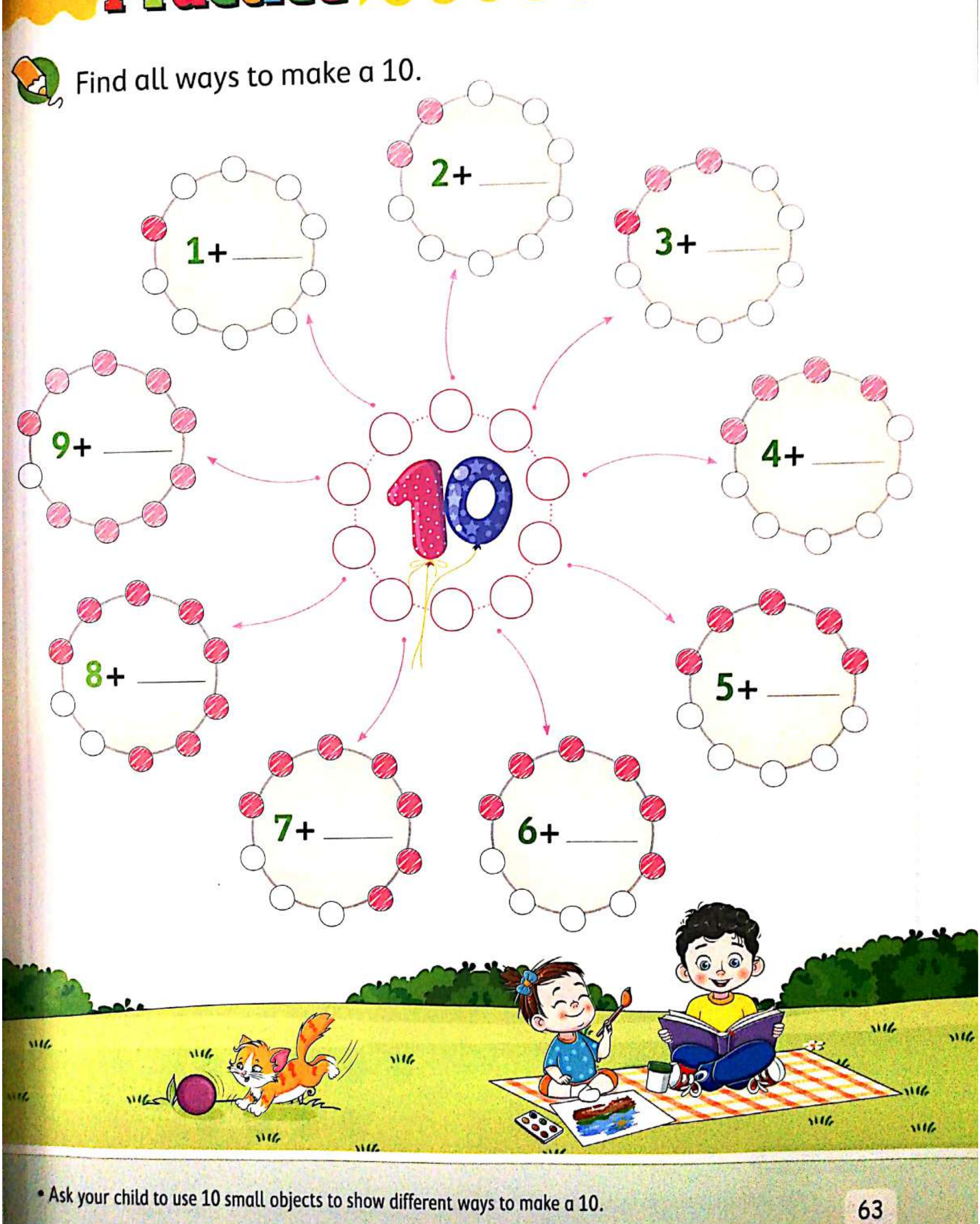
Components of 10 help you to make a 10 to add and subtract.

Notes for parents

• Tell your child a number from 0 to 10 and ask him/her to tell another number to make a 10.

Practice

Find all ways to make a 10.



• Ask your child to use 10 small objects to show different ways to make a 10.

Learn

Make a 10 to add

Find the sum of 8 + 5.

First way

Show 8.

Then show 5.

$$\begin{array}{r} 8 \\ +\ 5 \\ \hline \end{array}$$

Make a ten.

8 is close to 10

Move 2 counters into the ten frame.

$$\begin{array}{r} 10 \\ +\ 3 \\ \hline 13 \end{array}$$

Second way

8 + 5

2 — Make a 10

3 — Add the rest

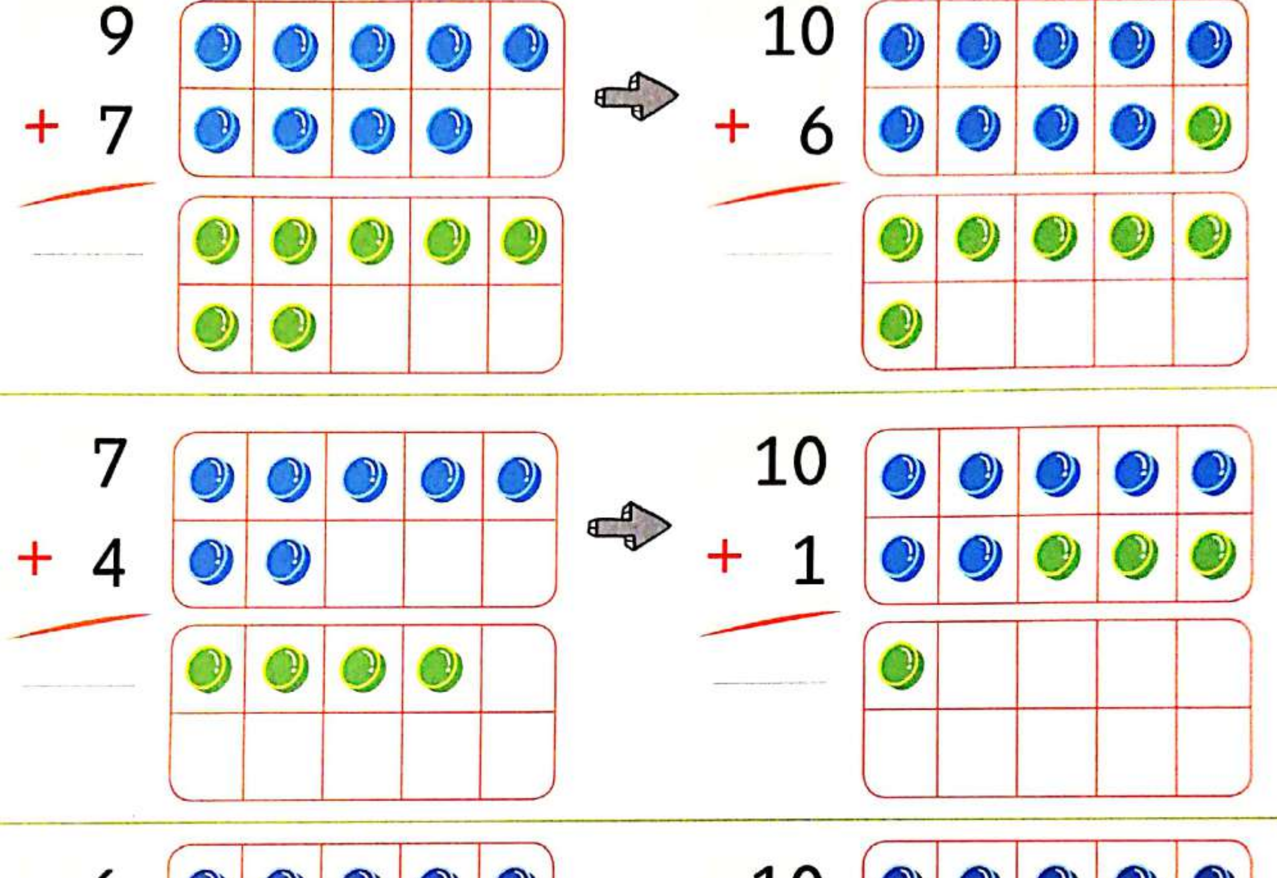
8 + (2) = 10 and 10 + (3) = 13

So, 8 + 5 = 13

Notes for parents

Practice

1 Make a ten to add.



6
+ 6
______

→

10
+ 2
______

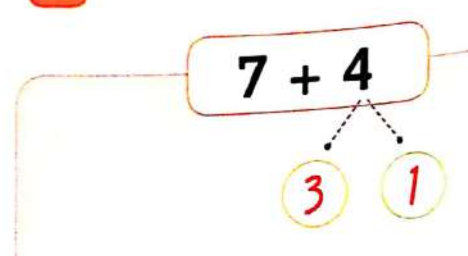
5
+ 9
______

→

10
+ 4
______

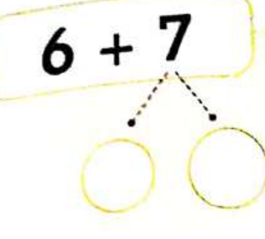
• Ask your child to read a problem in this page and tell you how to solve it by making a 10.

2 Make a ten to add. The first one is done for you.



7 + 3 = 10 and 10 + 1 = 11

So, 7 + 4 = 11



6 + ___ = ___ and ___ + ___ = ___

So, 6 + 7 = ___

4 + 9

___ + 9 = ___ and ___ + ___ = ___

So, 4 + 9 = ___

8 + 6

8 + ___ = ___ and ___ + ___ = ___

So, 8 + 6 = ___

3 Make a ten to add. The first one is done for you.

9 + 3 = 12	7 + 5 = ___	6 + 8 = ___
7 + 9 = ___	8 + 8 = ___	9 + 8 = ___

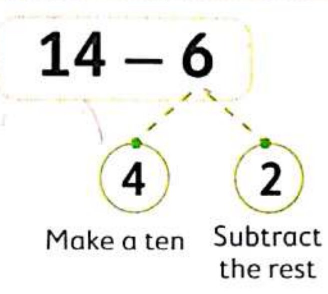
Notes for parents

• Ask your child how he/she solved the problems in this page.

Learn

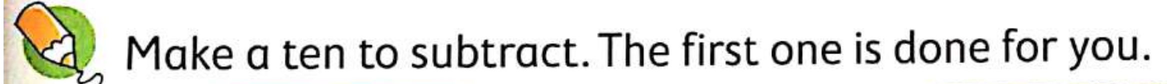
Make a 10 to subtract

Find the difference of 14 − 6



$14 - (4) = 10$ and $10 - (2) = 8$

So, $14 - 6 = 8$



Practice

Make a ten to subtract. The first one is done for you.

16 − 7

6 1

16 − 6 = 10 and 10 − 1 = 9

So, 16 − 7 = 9

13 − 5

13 − ____ = ____ and ____ − ____ = ____

So, 13 − 5 = ____

15 − 9

15 − ____ = ____ and ____ − ____ = ____

So, 15 − 9 = ____

17 − 9

17 − ____ = ____ and ____ − ____ = ____

So, 17 − 9 = ____

- Make a 10 to subtract, this way used when the units digit of the first number is less than the units digit of the second one.

Place a smiley face

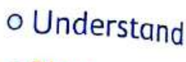
Lesson 15

Addition word problems (Choose a strategy)

Bassem saw 7 bees on Saturday.

He saw 6 bees on Sunday.

How many bees did he see in all the two days ?



- Understand
- Plan
- Solve
- Check

Understand

- **What do you want to find out ?**

  Circle the questions.

Plan

- **What facts do you need ?**

  Underline them.

Solve

- **You can use different ways to solve the problem.** $7 + 6 = ?$

Counting on

Say 7

Count on 6 more

8 ,9 ,10 ,11 ,12 ,13

The sum is 13

Use doubles plus one

$$\begin{array}{r} 6 \\ +\ 6 \\ \hline 12 \end{array} \qquad \begin{array}{r} 7 \\ +\ 6 \\ \hline 13 \end{array}$$

Make a 10 to add

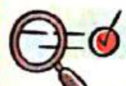
7 + 6

3 3

$7 + 3 = 10$

$10 + 3 = 13$

Bassem saw 13 bees in all the two days.



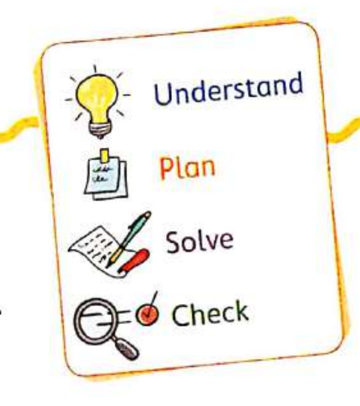
Check

- **Does your answer make sense ? Explain.**

Notes for parents

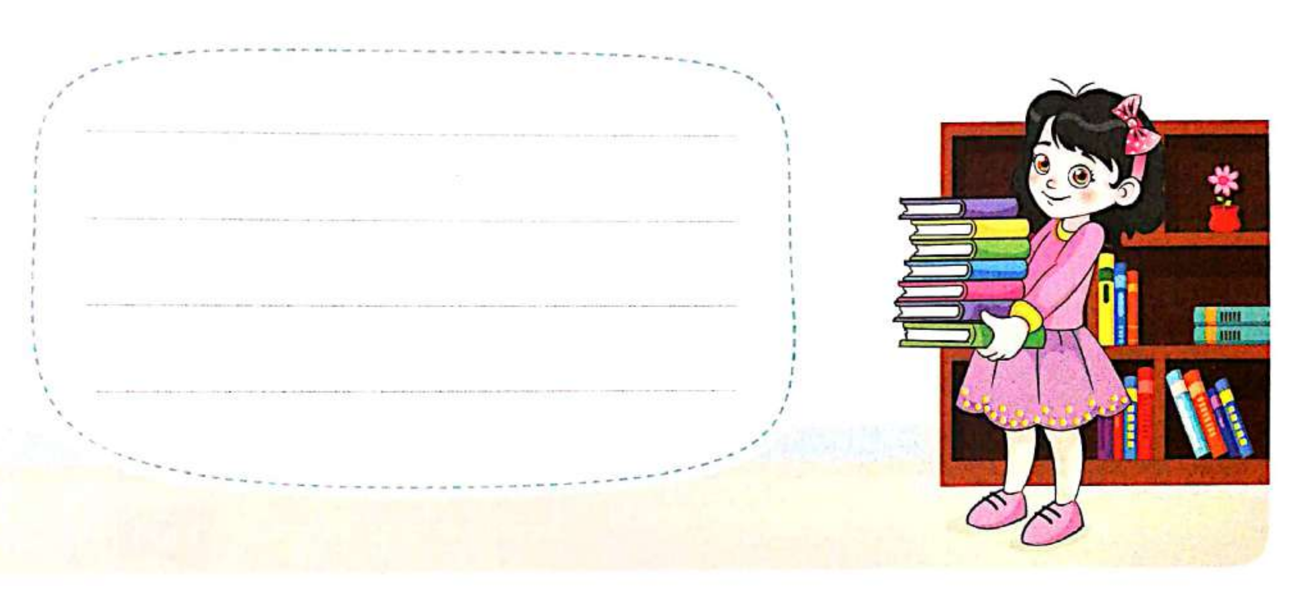
- In this lesson your child will use the strategies he/she has studied before to solve addition word problems.

Practice



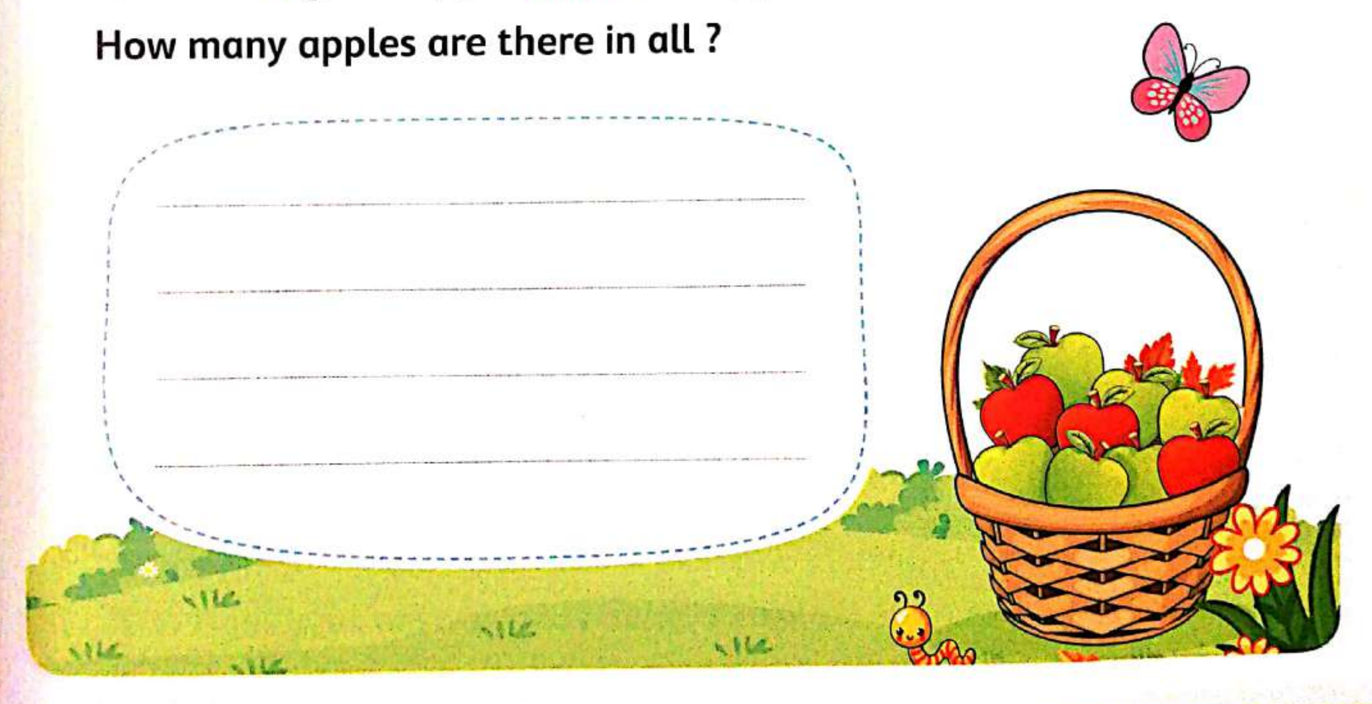
Mariam has 8 books in Arabic and 4 books in English.

How many books does Mariam have ?



There are 7 green apples and 3 red apples in a basket.

How many apples are there in all ?



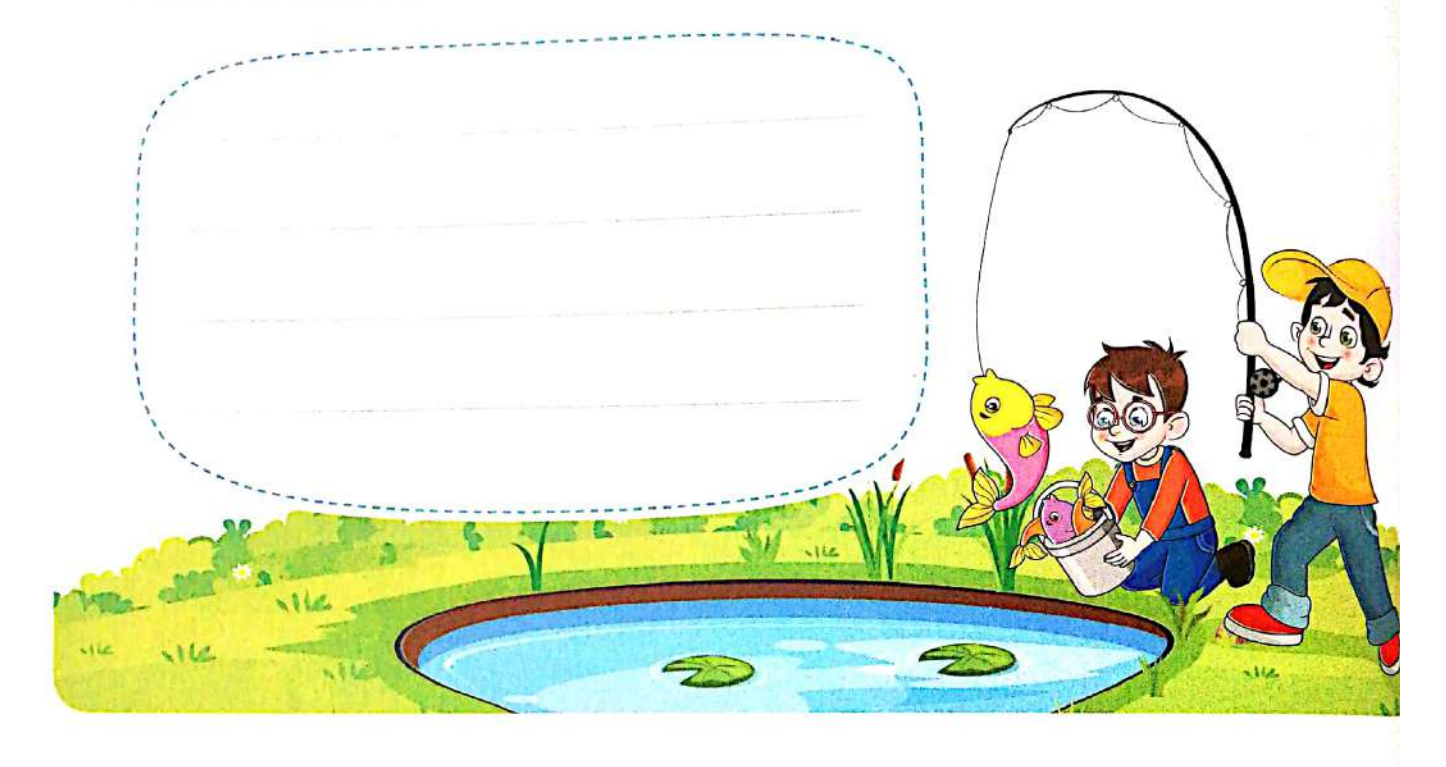
• Make sure that your child understand the problem.

Think

Which way to do I want to solve this problem ?

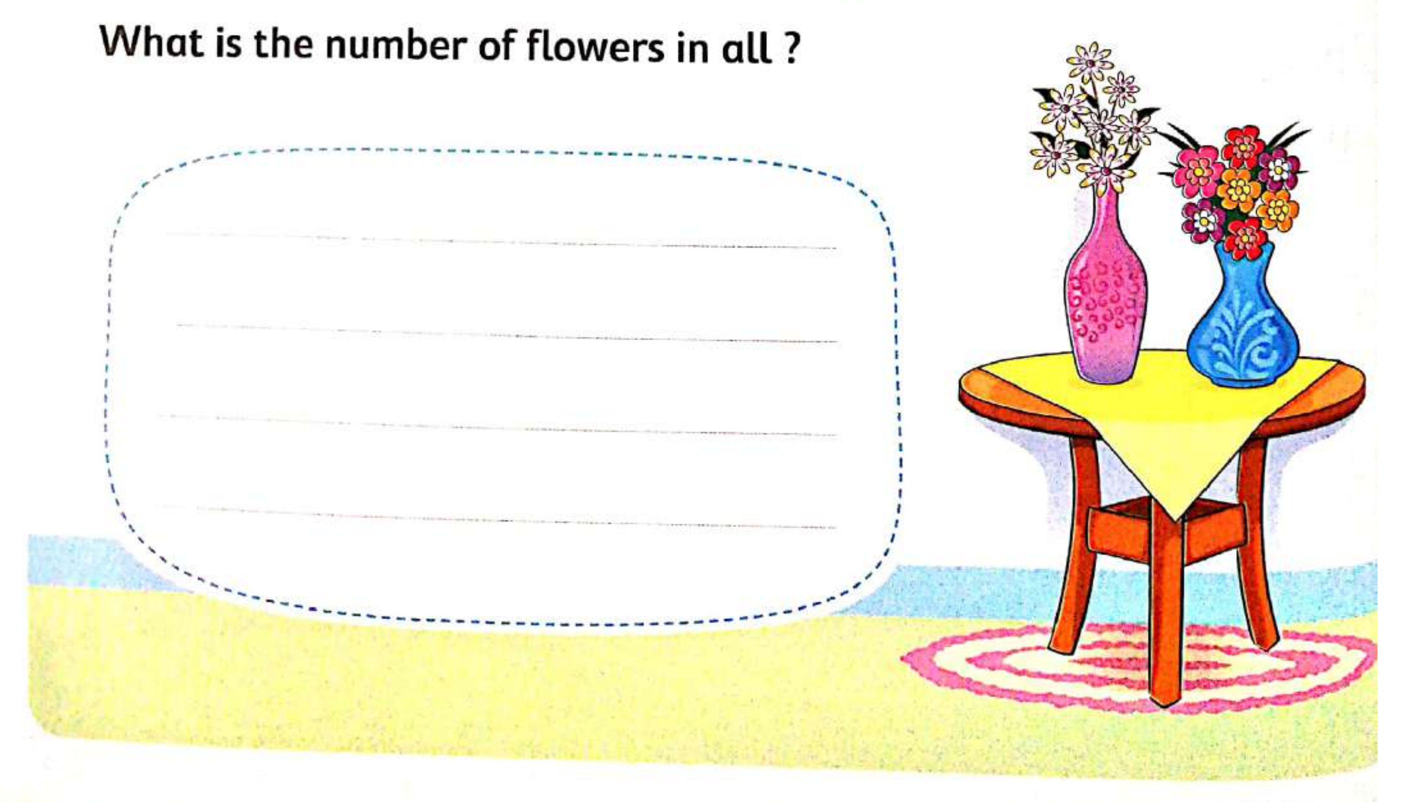
Ali caught **9** fish and Mina caught **8** fish .

Find the number of fish with both.



There are **2** vases. In each vase there are **7** flowers.

What is the number of flowers in all ?



Notes for parents

• Talk with your child about the different ways of solving the probl...

Place a smiley face

Lesson 16

Subtraction word problems (Choose a strategy)

Learn

There are 11 birds on a tree.

5 of them flew away.

How many birds are left on the tree ?

- Understand
- Plan
- Solve
- Check

Understand

- **What do you want to find out ?**

  Circle the questions.

Plan

- **What facts do you need ?**

  Underline them.

Solve

- **You can use different ways to solve the problem.** $11 - 5 = ?$

Counting on

Use your fingers to count on after 5 to reach 11.

$11 - 5 = 6$

Make a ten to subtract

$11 - 5$

1 4

$11 - 1 = 10$ and $10 - 4 = 6$

The number of birds left on the tree is 6 birds.

Check

- **Does your answer make sense ? Explain.**

- In this lesson your child will use the strategies he/she has studied before to solve subtraction word problems.

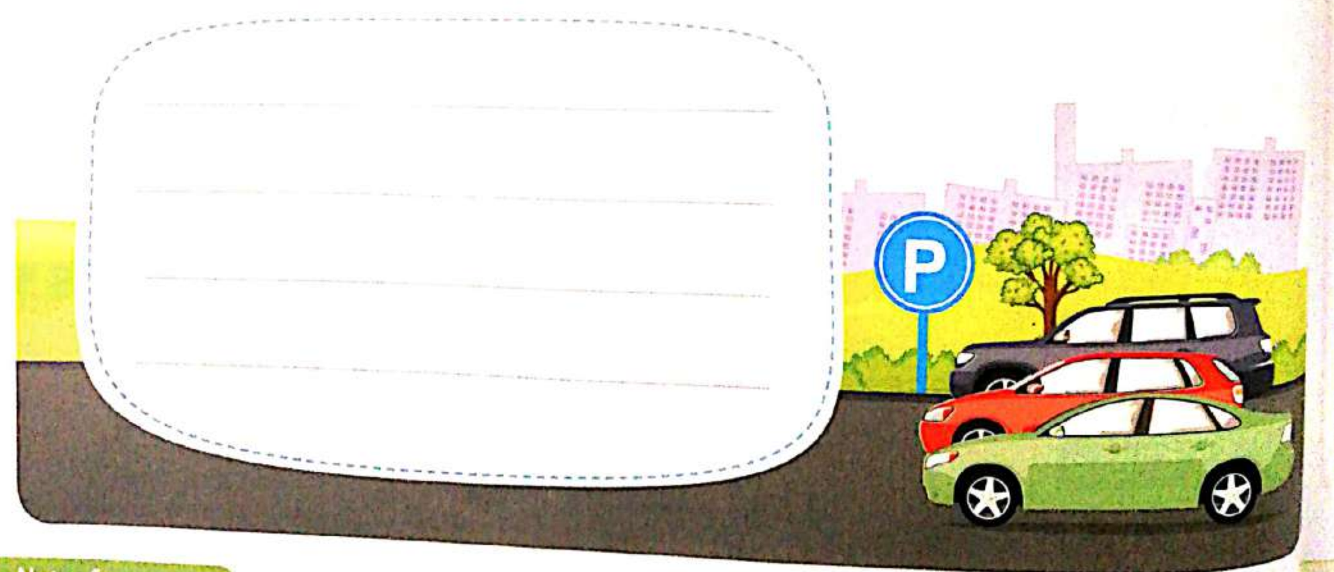
Practice

Tamer had **8** pens. He gave **6** pens to Jana.

How many pens does Tamer have now ?

There are **12** cars in the park, if **9** cars go away.

How many cars are there in the car park now ?

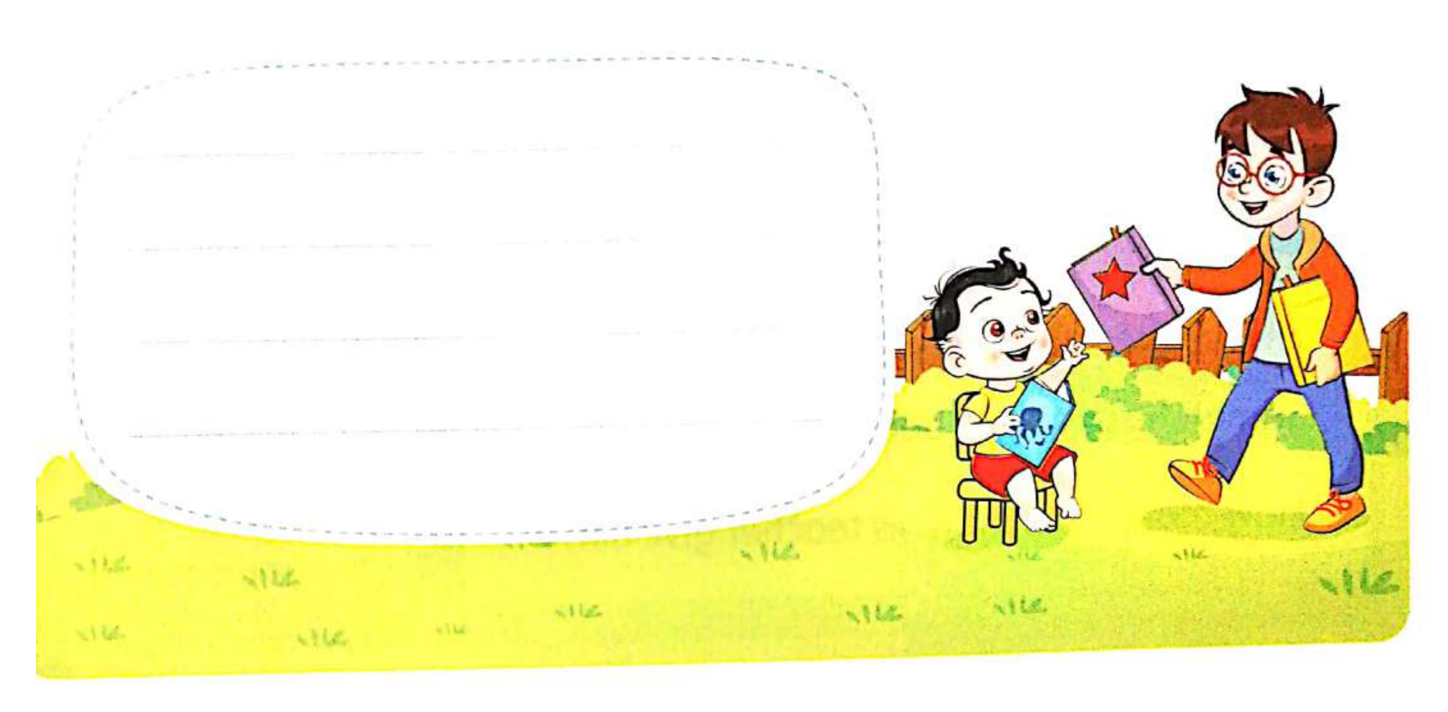


Notes for parents

• For each problem, ask your child to tell you how he/she decided whether to add or subtract.

Ahmed had **15** books, he gave his brother Amgad **10** books.

How many books does Ahmed have now ?



There are **16** children in a bus. **7** of them are girls.

How many boys are there in the bus ?

Place a smiley face

• Help your child to understand, plan, solve and check the answer each time he/she answered the problem.

Lesson 17 Finding a missing adden

Learn

Sameh had 8 books.

His teacher gave him some extra books.

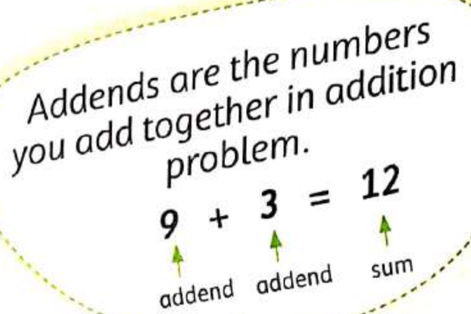
Sameh has now 15 books.

How many books did his teacher give him ?

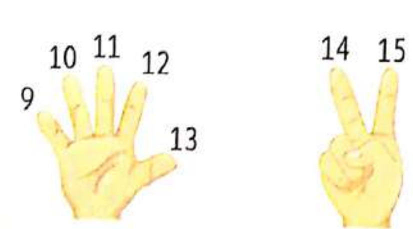
Addition problem solving using counting on strategy

Write a number sentence.

8	+	?	=	15
↑		↑		↑
What Sameh had		What his teacher gave him		The sum



Count on after 8 to reach 15.



- You raised 7 fingers.

So, 8 + 7 = 15

- His teacher gave him 7 books.

Notes for parents

- Help your child to remember how to count on to solve addition problems.

Practice

Ali has 6 pens. He bought some extra pens.

The number of pens with Ali became 14.

How many pens did Ali buy ?

There are 7 children playing football. Some children joined them.

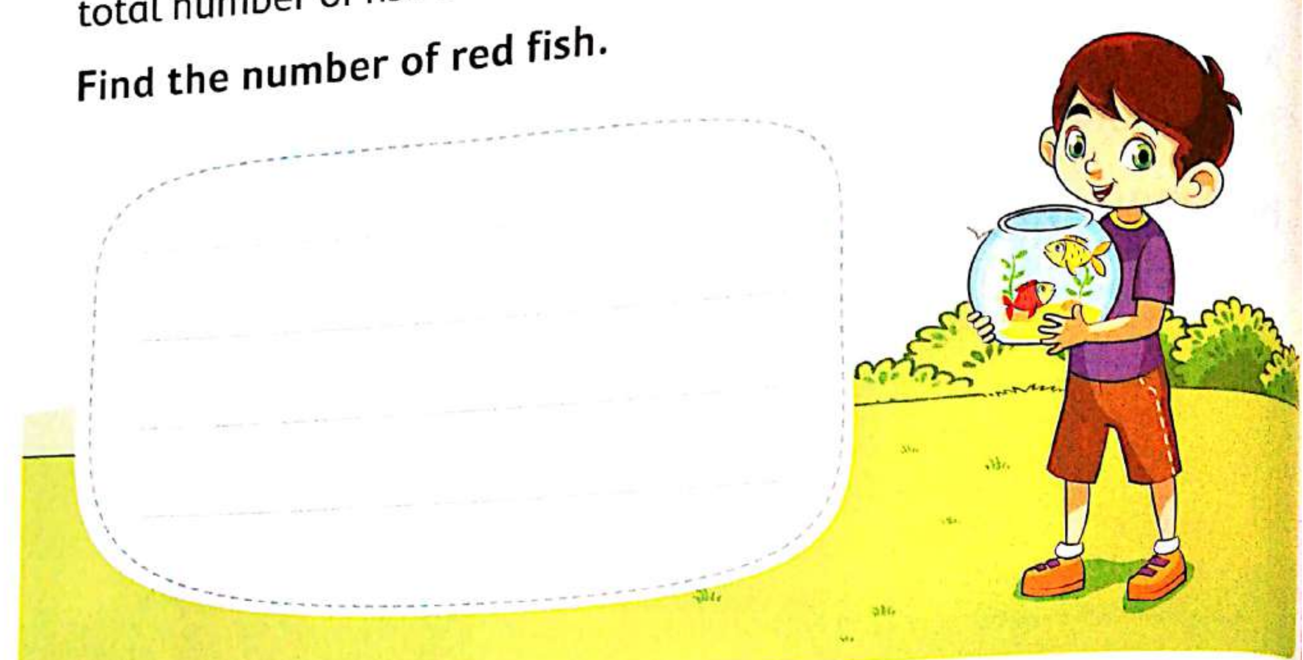
The number of children became 12.

How many children did join them ?

• Your child may use different strategies to solve these problems such as drawing pictures strategy.

Adam has 9 yellow fish. He added some red fish such that the total number of fish became 13.

Find the number of red fish.



A team scored 13 goals in the first round and scored some goals in the second round. The total goals in the two rounds are 19 goals.

How many goals did this team score in the second round ?

Place a smiley face

Notes for parents

• Make another story with addition problem and ask your child to tell you the addends and the sum, t ask him/her to solve it.

Lesson 18

Finding a missing subtrahend

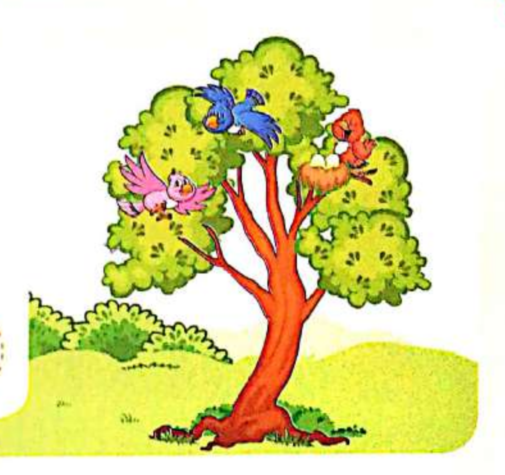
Learn

15 birds were flying.

Some landed on a tree.

6 are still in the air.

How many birds did land on the tree ?



Subtraction problem solving using counting on strategy

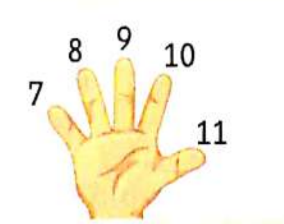
Write a number sentence.

15	−	?	=	6
Number of birds were flying		Number of birds landed on the tree		Number of birds still in the air

Subtrahend is a number to be subtracted from another number.

$9 - \underset{\substack{\uparrow\\\text{subtrahend}}}{3} = 6$

Count on after 6 to reach 15.



- You raised 9 fingers.

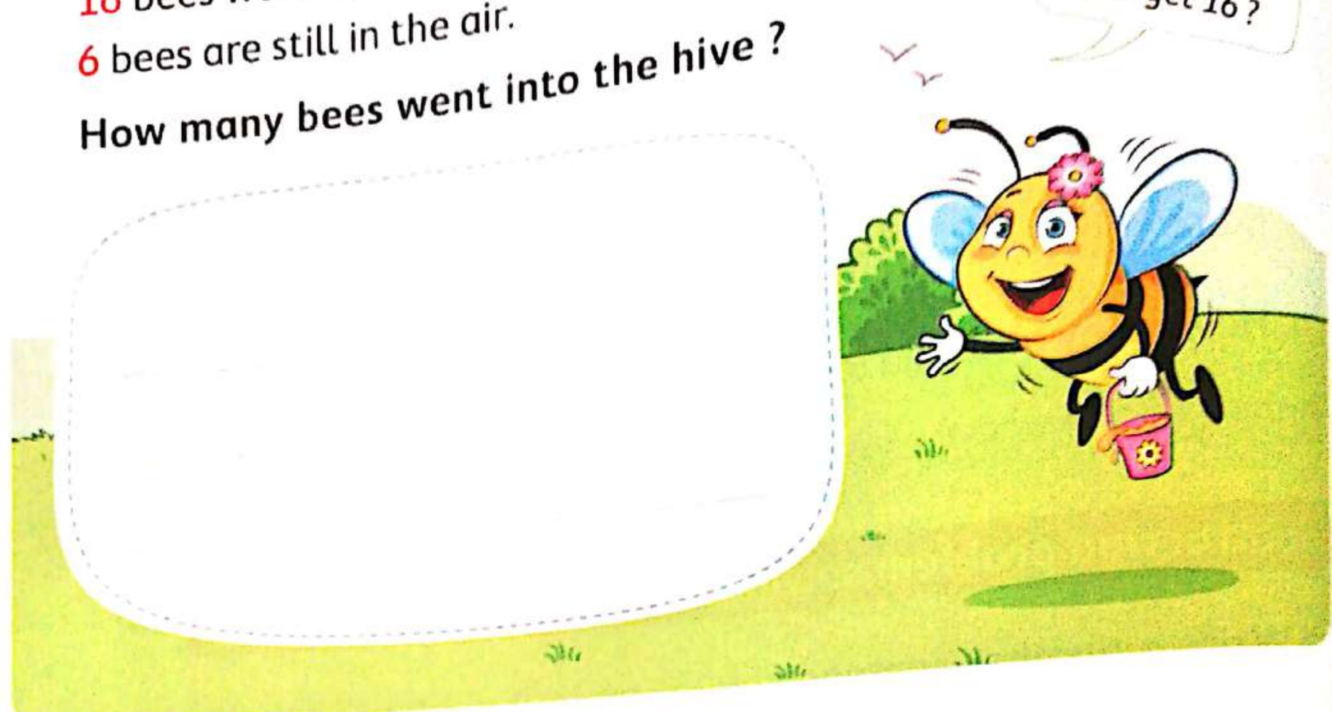
So, $15 - \boxed{9} = 6$

- 9 birds landed on the tree.

• Help your child how to count on to solve subtraction problems.

Practice

16 bees were flying. Some went into the hive.
6 bees are still in the air.
How many bees went into the hive ?



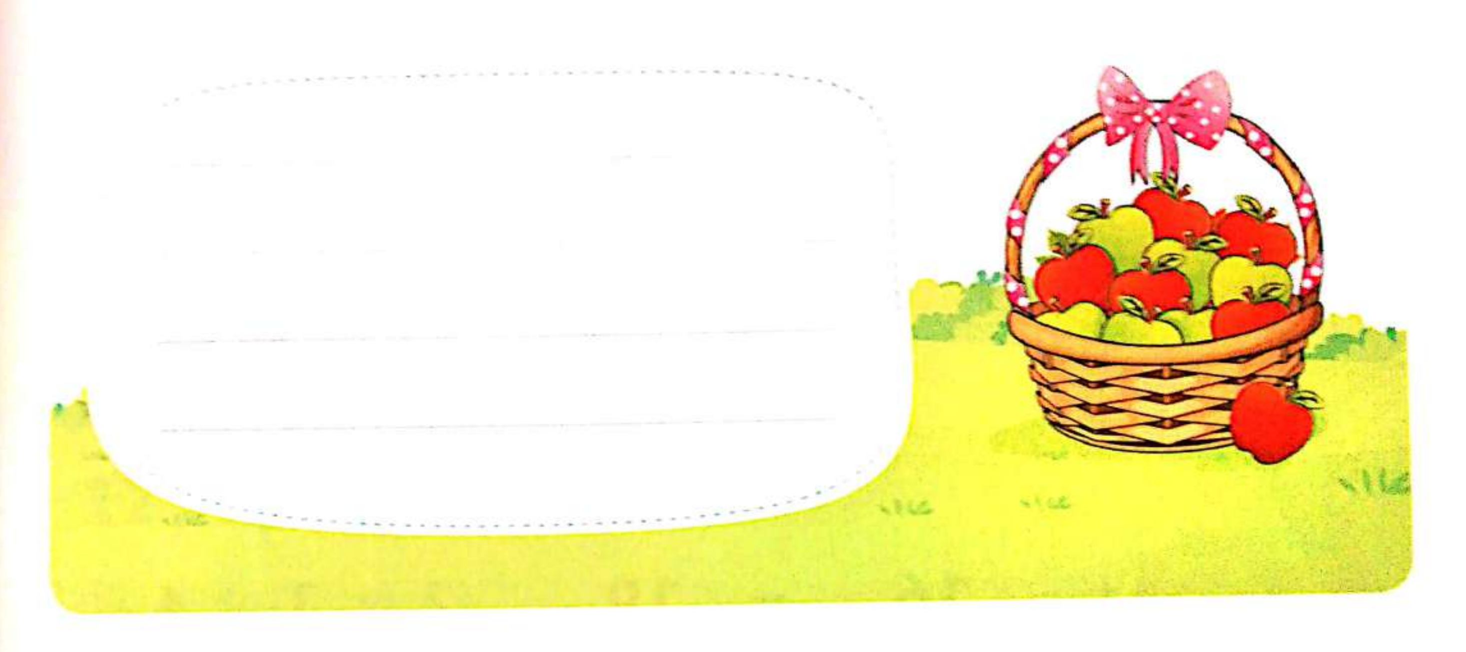
There were 20 boys on the field.
Then 11 boys left.
How many boys were still on the field ?

Notes for parents

• Your child may use different strategies to solve problems such as drawing pictures strategy.

Maged has 12 apples. He gave some of them to his sister and the left is 7 apples.

How many apples did he give to his sister ?



There are 14 carrots. Bunnies ate some of them and 7 carrots are left.

How many carrots did the bunnies eat ?

Place a smiley face

• *Make another story with subtraction problem, then ask your child to solve it.*

Lesson 19 More practice to find missing addend or missing subtrahend

Circle the correct number.

10	+	◯	=	15	3 or 5 or 8
7	+	◯	=	14	10 or 7 or 9
13	+	◯	=	15	3 or 12 or 2
◯	+	16	=	19	2 or 3 or 4
◯	+	13	=	17	4 or 14 or 3
13	−	◯	=	5	7 or 8 or 9
15	−	◯	=	9	6 or 7 or 8
18	−	◯	=	10	12 or 10 or 8
12	−	◯	=	2	6 or 8 or 10
10	−	◯	=	5	15 or 10 or 5

Notes for parents

- Ask your child to explain how he/she found the missing number in each problem.

Write the missing number.

15 + ◯ = 18

11 − ◯ = 4

13 + ◯ = 18

12 − ◯ = 5

8 + ◯ = 15

19 − ◯ = 12

◯ + 4 = 13

17 − ◯ = 17

9 + ◯ = 16

20 − ◯ = 9

Place a smiley face

• You can remind your child the fact families to find the missing number (such as : 15 + 3 = 18 , 3 + 15 = 18 , 18 – 3 = 15 , 18 – 15 = 3).

Lesson 20 Activity to add and subtr

Players : 2

What you need

• 2 counters

• 1 dice

How to play

1. Each player takes one counter.
2. Take it in turns to roll the dice. Move your counter forward the number space shown on the dice.
3. If your counter lands on , , ,

, follow what this sign
4. The first player who reaches to the space of the number 120 is the winr

Notes for parents

• Play this board game with your child to develop number sense. This will enforce what he/she learned about addition and subtraction.

1	2	3		5	6	7	STOP	9	10
11	12	13	14	15	16	17	18		20
21	22		24	25	26	27	28	29	30
31	32	33	34	35		37	38	39	40
41	42	43		45	46	47	48	49	50
51	52	53	54	55	STOP	57	58	59	
61		63	64	65	66	67	68	69	70
71	72	73	74	STOP	76	77	78	79	80
81	82	83	84	85	86	87		89	90
91	92	93		95	96	97	98	99	100
	102	103	104	105	106	107	108	109	110
111	112		114	115	116	117		119	120

Move 3 spaces forward.

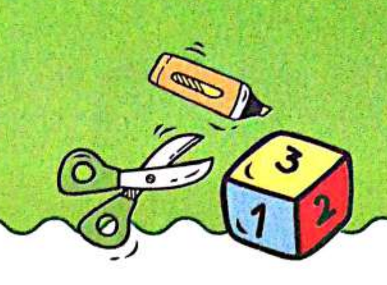
Play another turn.

Move 3 spaces backward.

Lose your turn.

Activity

Chapter 2

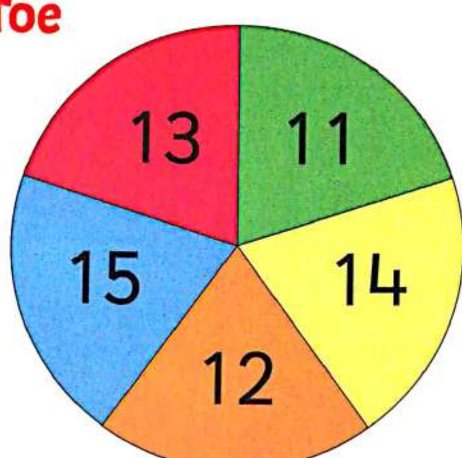


Addition Tic-Tac-Toe

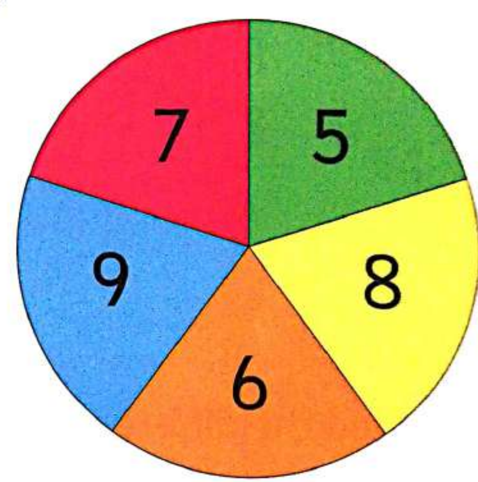
Players : 2

What you need

- 9 counters
- paperclip
- pencil



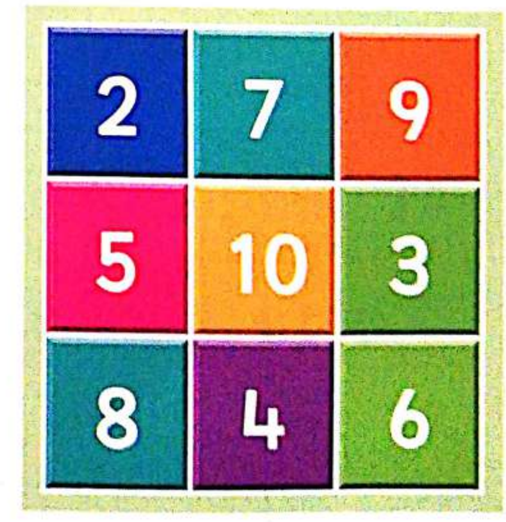
Spinner 1



Spinner 2

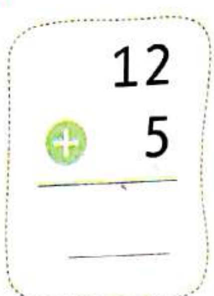
How to play

1. Spin spinner 1. This is your target number.
2. Spin spinner 2. What number would you add to this number to reach your target number ?
3. Use a yellow counter. Cover the square on the game board that shows the number you added.
4. Have a friend do steps 1-3. He/she should use a red counter.
5. If a number is already covered, the player's turn is over.
6. The first player with 3 in a row, wins!

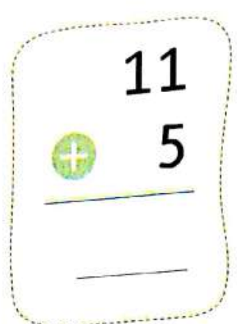


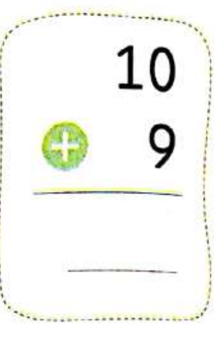
Game board

1 Write the sum.

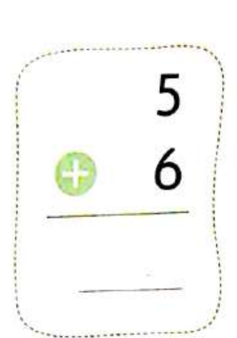


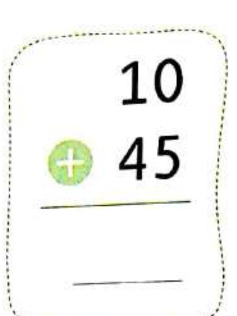
14
+ 8

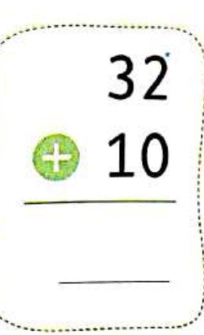




8
+ 8



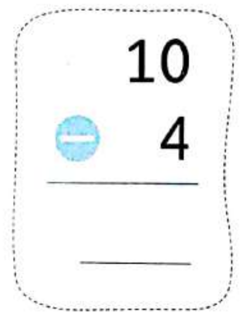


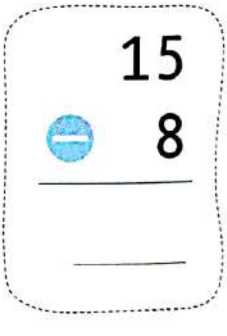


2 Find the difference.

13
− 8

15
− 10





64
− 10

17
− 8

13
− 6

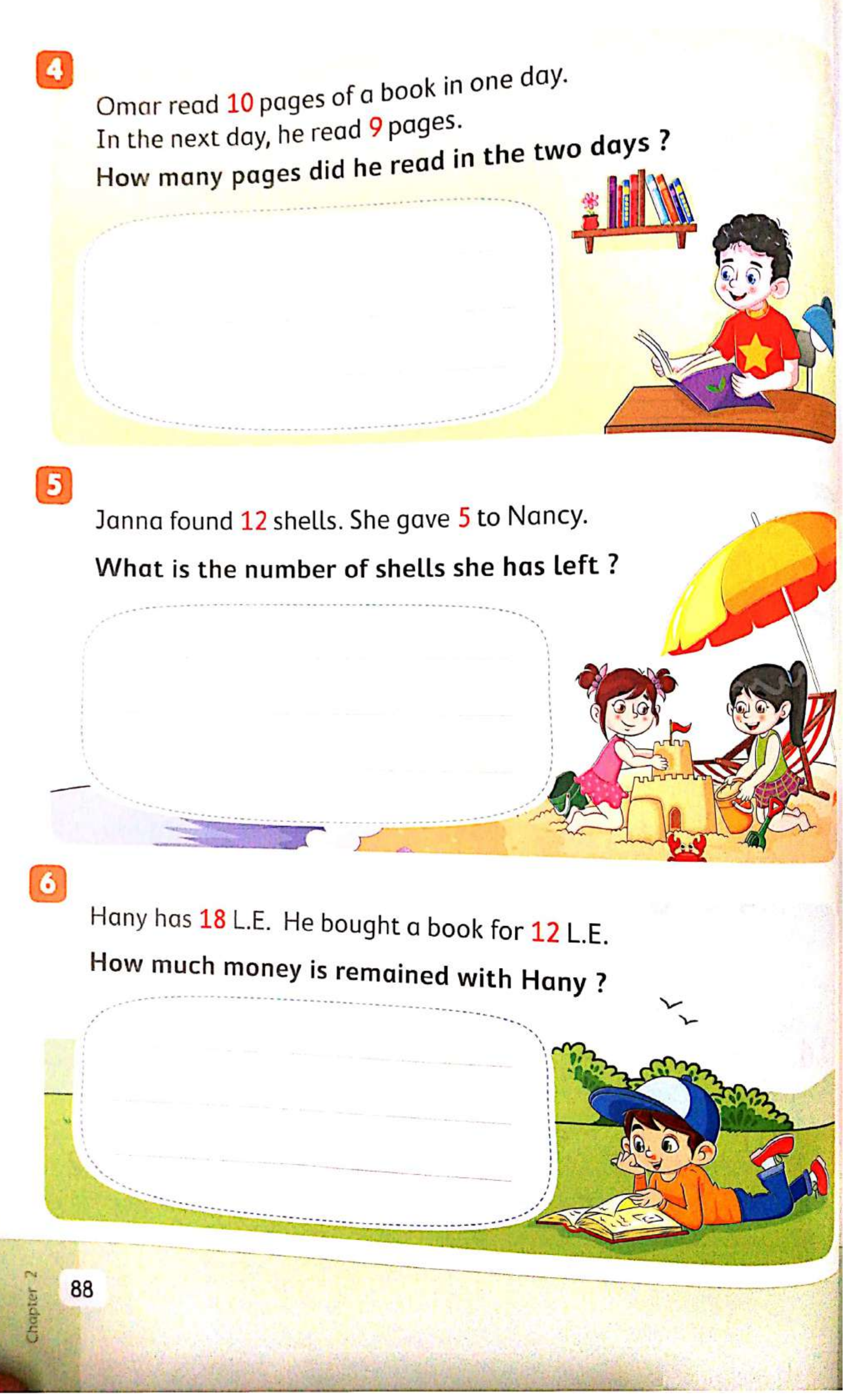
23
− 10

Notes for parents

• In this extra practice your child will review on all what he/she has learned in chapter 2.

3 Find the missing number.

7 + 4 = ___	18 − 9 = ___
30 − 10 = ___	7 + 8 = ___
5 + 9 = ___	16 − 6 = ___
5 + ___ = 12	9 + ___ = 14
16 − ___ = 8	19 − ___ = 10
___ + 6 = 12	___ + 8 = 17
14 − ___ = 8	14 − ___ = 14
12 + ___ = 20	19 − ___ = 12



4

Omar read 10 pages of a book in one day.
In the next day, he read 9 pages.

How many pages did he read in the two days ?

5

Janna found 12 shells. She gave 5 to Nancy.

What is the number of shells she has left ?

6

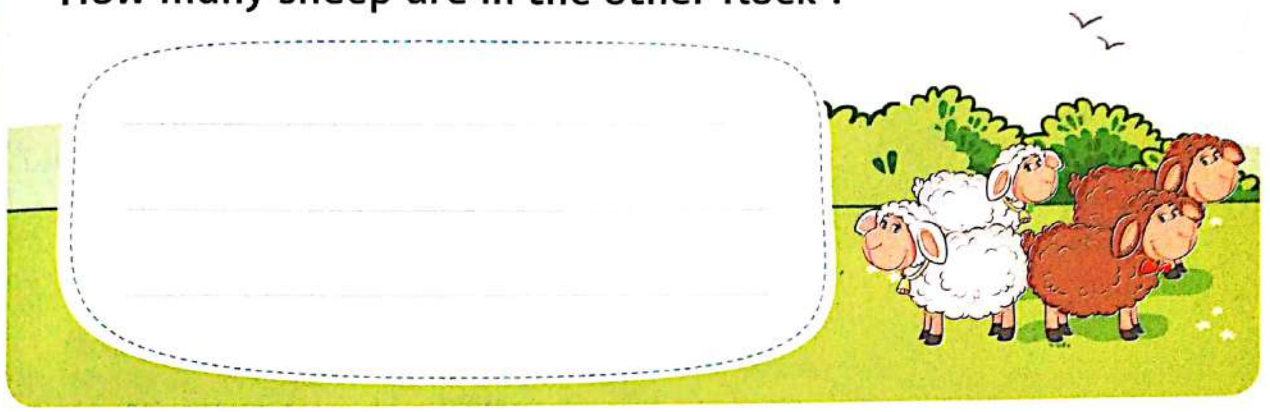
Hany has 18 L.E. He bought a book for 12 L.E.

How much money is remained with Hany ?

7

There are two flocks of sheep. One contains 11 sheep and the total number of sheep in the two flocks is 17.

How many sheep are in the other flock ?



8

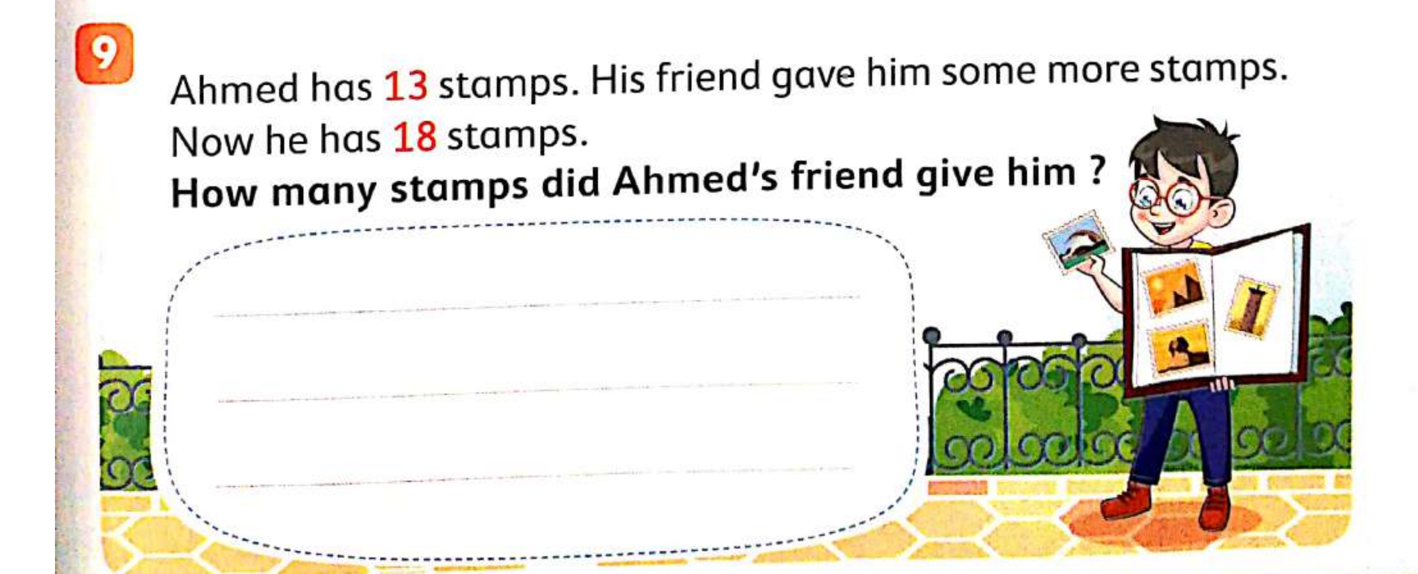
Wael has 18 pounds. He bought a chocolate.
Now he has 10 pounds.

How much money did the chocolate cost ?

9

Ahmed has 13 stamps. His friend gave him some more stamps.
Now he has 18 stamps.

How many stamps did Ahmed's friend give him ?



Assessment

Chapter 2

1 Find the result.

$$\begin{array}{r} 7 \\ + \ 8 \\ \hline \end{array}$$

- 16
- 15
- 12
- 10

$$\begin{array}{r} 34 \\ - \ 10 \\ \hline \end{array}$$

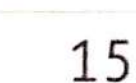
- 44
- 34
- 24
- 14

2 There are 14 books on a desk and 6 books on a shelf.

How many books are there in all?

- 8
- 10
- 20
- 22

3 Find the missing number.



$$\begin{array}{r} 8 \\ + \ \square \\ \hline 15 \end{array}$$

- 12
- 10
- 8
- 7

$$\begin{array}{r} 19 \\ - \ \square \\ \hline 10 \end{array}$$

- 9
- 12
- 18
- 20

4 Amgad has 12 toys, he gave some of them to Bassem. The left with him is 3 toys.

How many toys did Amgad give to Bassem ?

- 15
- 14
- 9
- 10

Chapter 3
= < >
101
100

Lesson 21 Hundreds, tens and ones

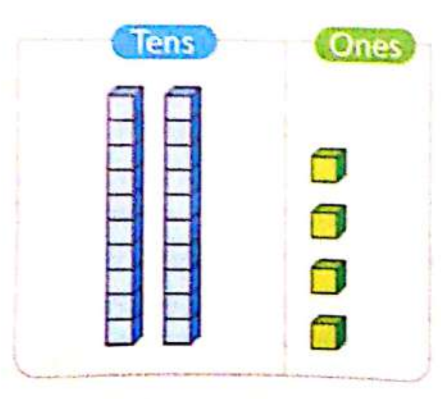
Pre-study

9 ones + 1 = 10 ones

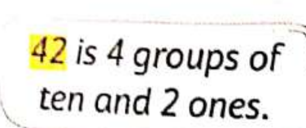
10 ones = 1 ten

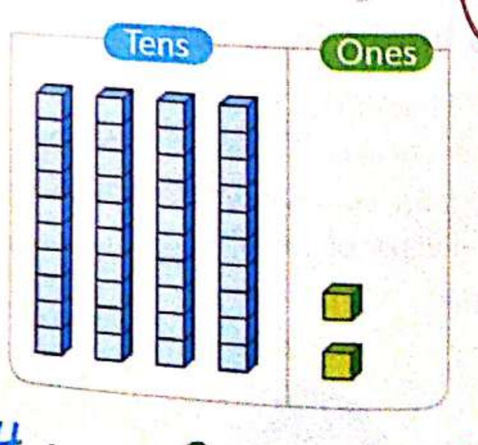
10 ones can be grouped into 1 ten.

24 is 2 groups of ten and 4 ones.



2 tens, 4 ones = 24

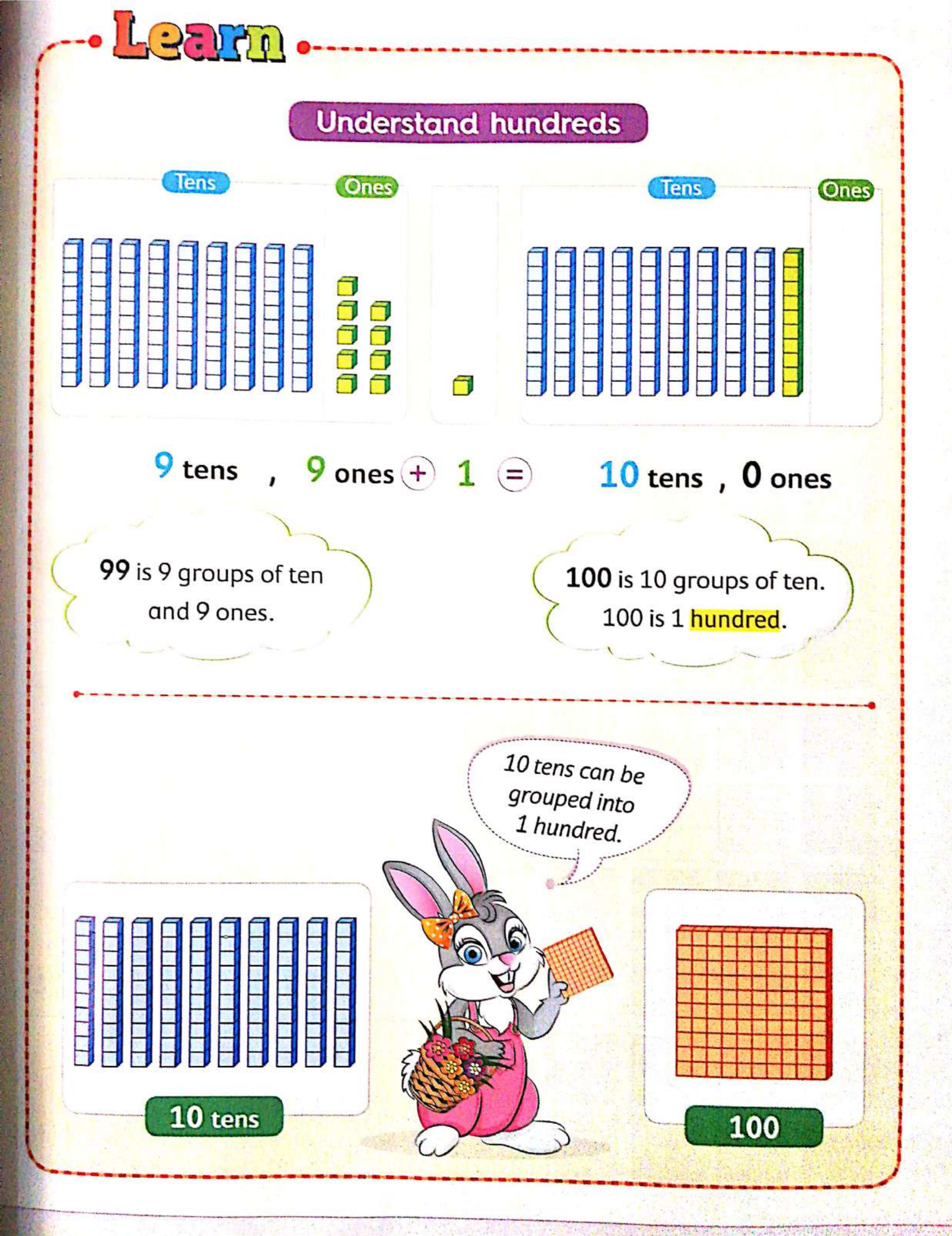




4 tens, 2 ones = 42

Notes for parents

• Help your child to remember the place value of 2-digit numbers.



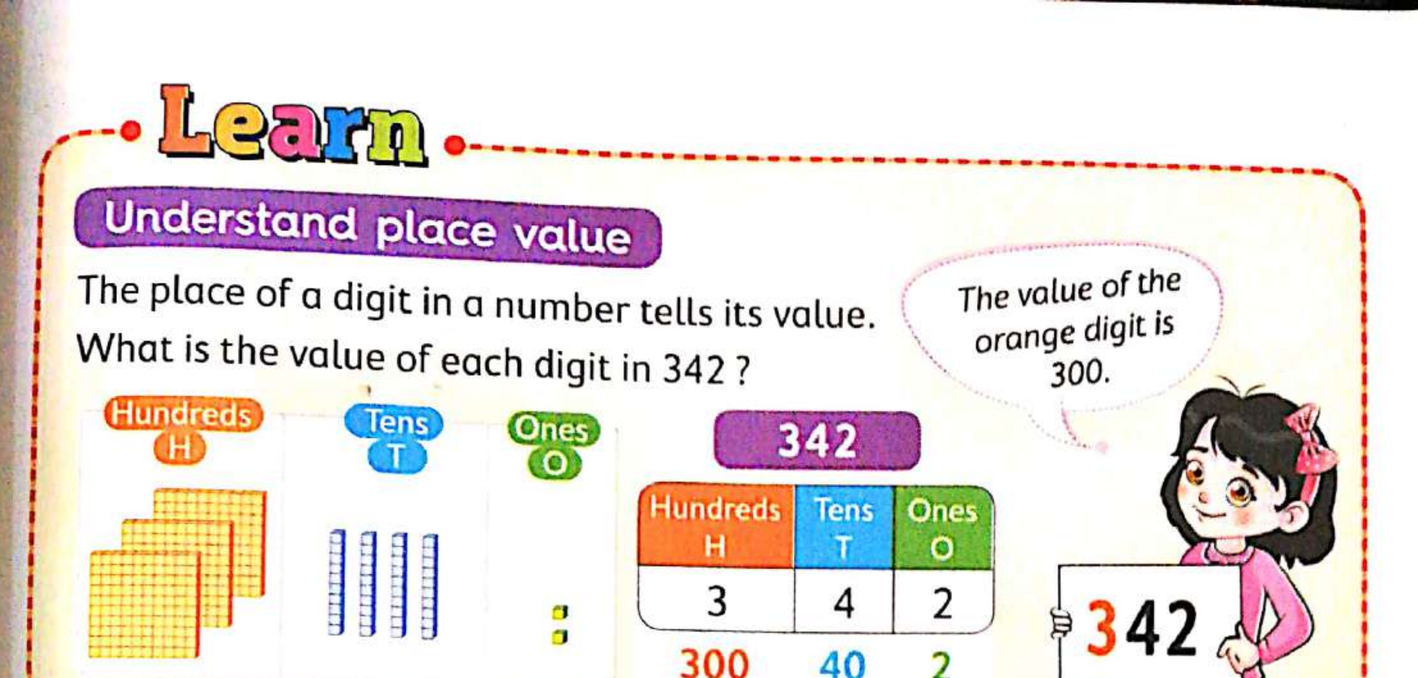
• Ask your child to change 10 notes of 10 L.E. to show 1 note of 100 L.E.

Write how many hundreds. Write the number.
The first one is done for you.

Blocks	Hundreds	Number
2 hundred blocks	2 hundreds	20(
3 hundred blocks	___ hundreds	___
4 hundred blocks	___ hundreds	___
5 hundred blocks	___ hundreds	___
6 hundred blocks	___ hundreds	___
7 hundred blocks	___ hundreds	___
8 hundred blocks	___ hundreds	___
9 hundred blocks	___ hundreds	___

Notes for parents

- Ask your child how many hundreds are in 800 (8).



Learn

Understand place value

The place of a digit in a number tells its value.
What is the value of each digit in 342 ?

Hundreds H	Tens T	Ones O
3	4	2
300	40	2

Practice

Write how many hundreds, tens and ones in the HTO chart. Then write the number.The first one is done for you.

①

H	T	O
1	3	7

137

②

H	T	O

______

③

H	T	O

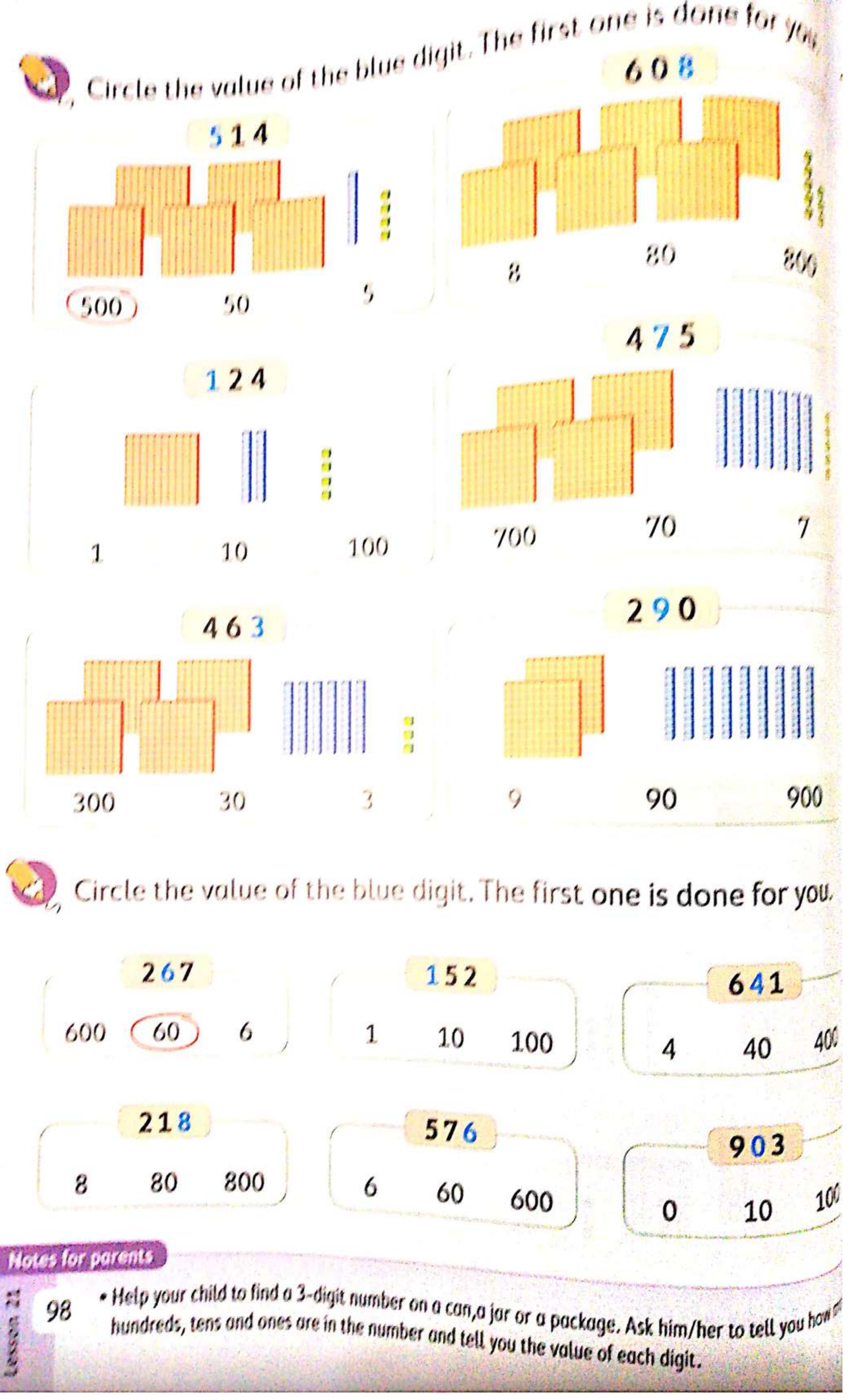
______

④

H	T	O

______

• Ask your child what the 3 in 137 stands for.(3 tens).



Circle the value of the blue digit. The first one is done for you.

514

(500) 50 5

608

8 80 800

124

1 10 100

475

700 70 7

463

300 30 3

290

9 90 900

Circle the value of the blue digit. The first one is done for you.

267

600 (60) 6

152

1 10 100

641

4 40 400

218

8 80 800

576

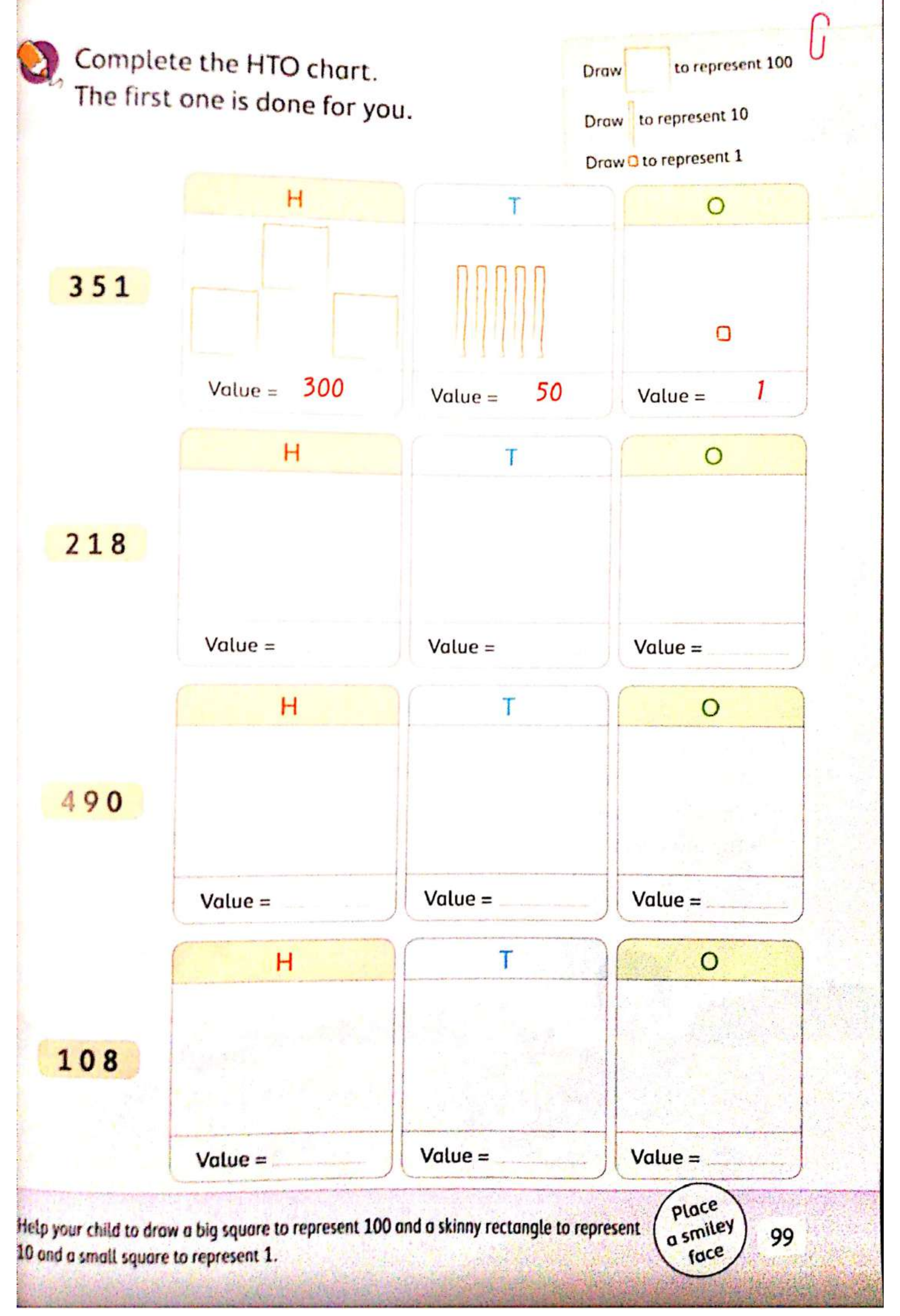
6 60 600

903

0 10 100

Notes for parents

• Help your child to find a 3-digit number on a can, a jar or a package. Ask him/her to tell you how many hundreds, tens and ones are in the number and tell you the value of each digit.



Complete the HTO chart.
The first one is done for you.

Draw ☐ to represent 100

Draw | to represent 10

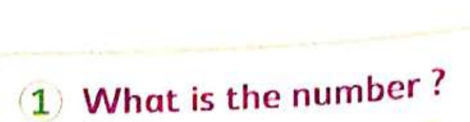
Draw ▫ to represent 1

	H	T	O
351	Value = 300	Value = 50	Value = 1
218	Value =	Value =	Value =
490	Value =	Value =	Value =
108	Value =	Value =	Value =

Help your child to draw a big square to represent 100 and a skinny rectangle to represent 10 and a small square to represent 1.

Place a smiley face

Lesson 22 Place value activity



1. **What is the number ?**
   - The hundreds digit is 5.
   - The ones digit is 4.
   - The tens digit is 8.

   584

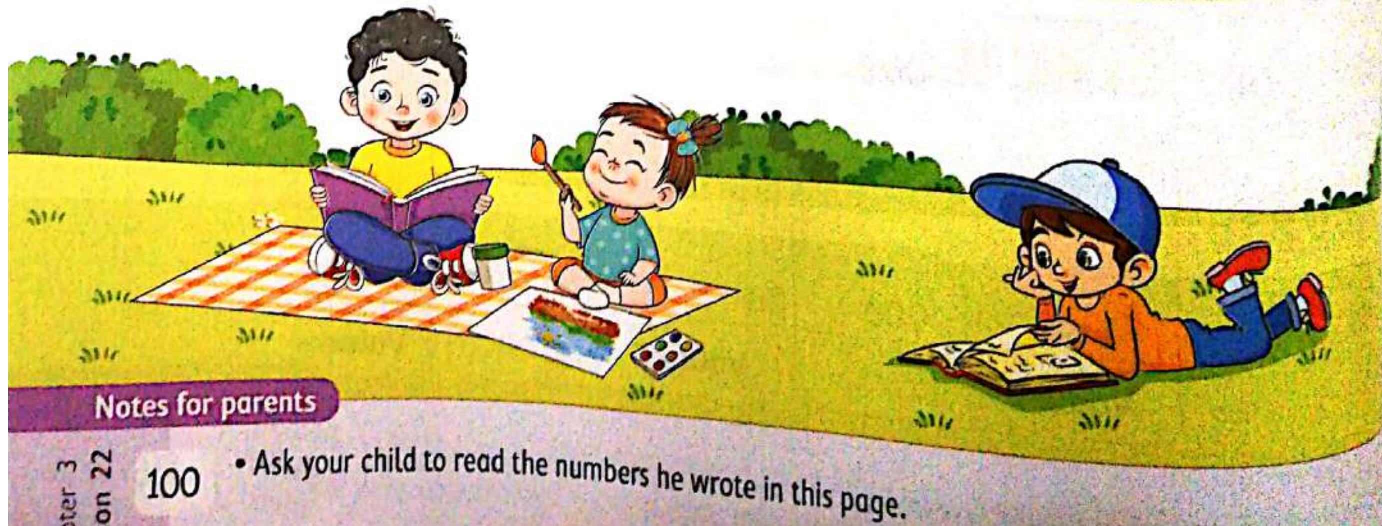
2. **What is the number ?**
   - The tens digit is 6.
   - The ones digit is 3.
   - The hundreds digit is 9.

3. **What is the number ?**
   - The ones digit is 6.
   - The hundreds digit is 5.
   - The tens digit is 9.

4. **What is the number ?**
   - The hundreds digit is 8.
   - The tens digit is 6.
   - The ones digit is 7.

5. **What is the number ?**
   - The tens digit is 0.
   - The hundreds digit is 4.
   - The ones digit is 2.

6. **What is the number ?**
   - The ones digit is 0.
   - The tens digit is 5.
   - The hundreds digit is 3.



Notes for parents

- Ask your child to read the numbers he wrote in this page.

Write the value of 7 in each number. The first one is done for you.

572	587	790
70	7	700

750	367	271

371	702	957

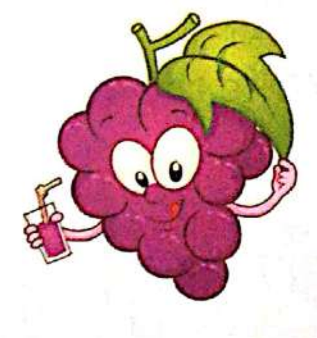
372	327	732

What is the secret word ?

Write **A** if the value of 5 is 5

Write **B** if the value of 5 is 50

Write **N** if the value of 5 is 500



The letters will give you which fruit Bassem prefer.

___	A	___	___	___	___
653	715	502	135	510	5

Place a smiley face

Write the value of 7 in each number. The first one is done for you.

572	587	790
70	7	700

750	367	271

371	702	957

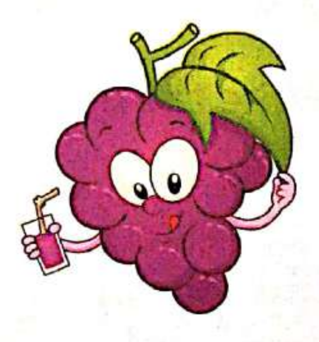
372	327	732

What is the secret word ?

Write **A** if the value of 5 is 5

Write **B** if the value of 5 is 50

Write **N** if the value of 5 is 500



The letters will give you which fruit Bassem prefer.

___	A	___	___	___	___
653	715	502	135	510	5

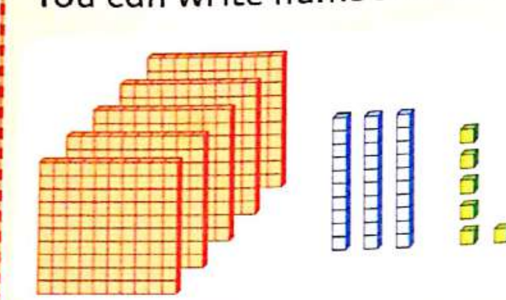
Place a smiley face

• Write a 3-digit number. Point to a digit of it and ask your child to tell you its value.

Lesson 23 Standard an…
of 3-digit number

Learn

You can write numbers in different ways.



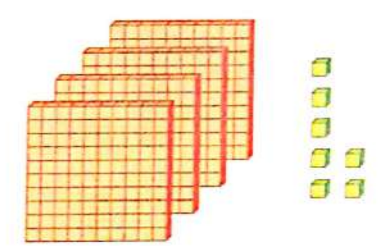
5 hundreds 3 tens 6 ones

500 + 30 + 6 Expanded form

536 Standard form

Practice

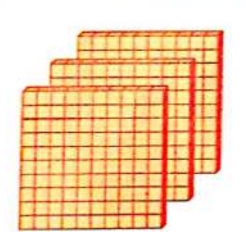
Write the number in different ways.

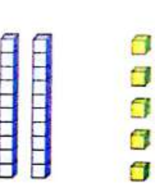


____ hundreds ____ tens ____ ones

____ + ____ + ____

____

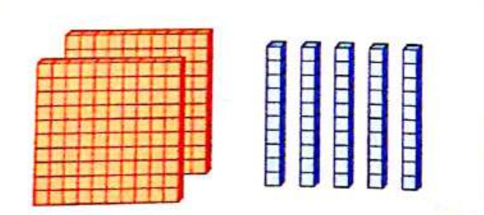




____ hundreds ____ tens ____ ones

____ + ____ + ____

____



____ hundreds ____ tens ____ ones

____ + ____ + ____

____

Notes for parents

- Help your child to write a zero when there are no tens or no ones.

Write the number in different ways. The first one is done for you.

	Expanded form	Standard form
	400 + 20 + 8	428
	____ + ____ + ____	____
	____ + ____ + ____	____
	____ + ____ + ____	____
	____ + ____ + ____	____

• Ask your child to open this book with more than one hundred pages at random, then ask your child to write this number in expanded form.

Write in expanded form.

253 = ____ + ____ + ____

596 = ____ + ____ + ____

638 = ____ + ____ + ____

177 = ____ + ____ + ____

444 = ____ + ____ + ____

340 = ____ + ____ + ____

706 = ____ + ____ + ____

900 = ____ + ____ + ____

Write in standard form.

300 + 70 + 8 = ____

500 + 80 + 7 = ____

700 + 40 + 7 = ____

200 + 30 + 5 = ____

600 + 30 = ____

800 + 80 + 8 = ____

500 + 50 = ____

400 + 4 = ____

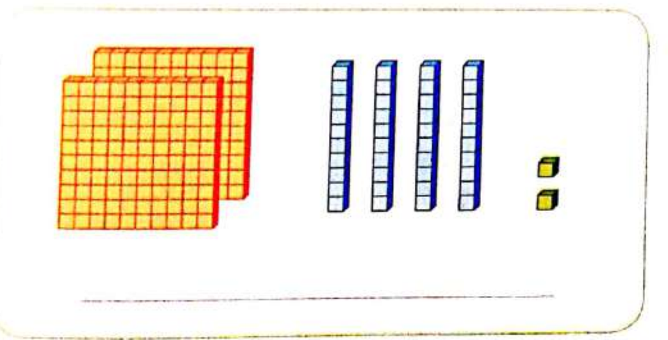
Notes for parents

- Help your child to know that (700 + 6 = 706) and (500 + 30 = 530).

Match the same numbers.

343	900 + 40 + 8
849	300 + 30 + 4
334	800 + 40 + 9
948	400 + 80 + 9
433	300 + 40 + 3
489	400 + 30 + 3

Write the number another way.



______

600 + 70 + 5

______

7 hundreds 7 tens 7 ones

______

860

______

• Write a 3-digit number in standard form and ask your child to write it in expanded form.

Place a smiley face

Lesson **24**

Writing numbers in word fo

I can write the numbers in words.

Ones	Tens
1 one	10 ten
2 two	20 twenty
3 three	30 thirty
4 four	40 forty
5 five	50 fifty
6 six	60 sixty
7 seven	70 seventy
8 eight	80 eighty
9 nine	90 ninety

Practice

Write the number in words.

7 ______________ 4 ______________

2 ______________ 9 ______________

5 ______________ 3 ______________

8 ______________ 6 ______________

1 ______________

Notes for parents

• Help your child to write the previous numbers in words.

Write the number in words.

40 ....

90 ....

10 ....

70 ....

80 ....

20 ....

50 ....

30 ....

60 ....

Join.

3	four
50	three
7	fifty
30	seventy
4	seven
70	thirty

Place a smiley face

- Write a number from the table in the previous page in words on a sheet of paper and ask your child to read it aloud,then write it in standard form.

Lesson 25

Numbers 11 to 19

11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen

Write the each number in standard form.

fifteen ______

eleven ______

twelve ______

fourteen ______

nineteen ______

thirteen ______

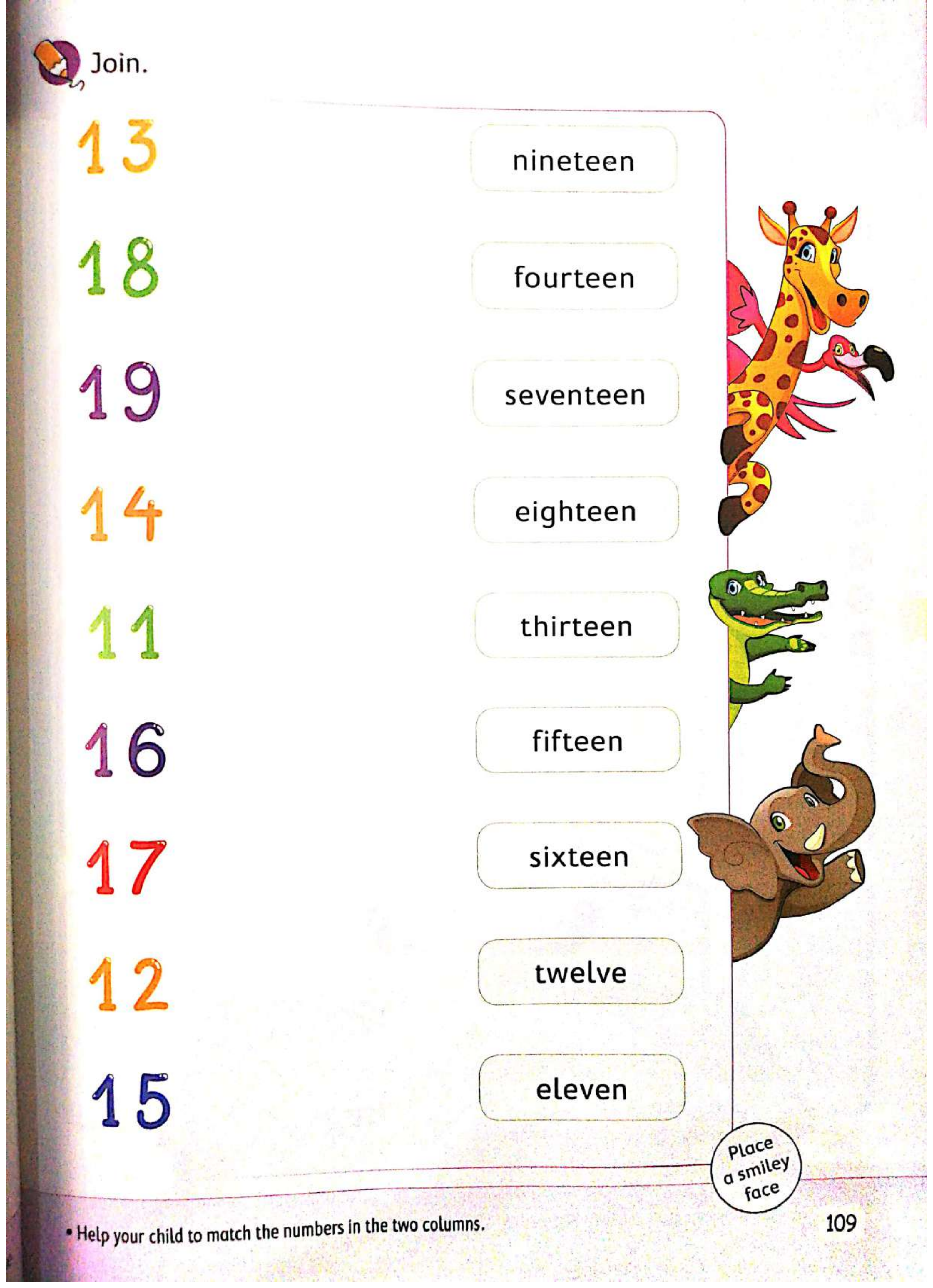
sixteen ______

seventeen ______

eighteen ______

Notes for parents

- Your child does not need to know how to write teen numbers in word form but he/she needs to be able to read them and write standard form of them.



Join.

13	nineteen
18	fourteen
19	seventeen
14	eighteen
11	thirteen
16	fifteen
17	sixteen
12	twelve
15	eleven

Place a smiley face

• Help your child to match the numbers in the two columns.

Lesson 26

Activity ... expanded form

Players : 2

How to play

1. Cut around the cards in the next page.
2. Shuffle the cards and face them down in two rows, one row is the numbers in standard form and the other row is the numbers in expanded form.
3. Turn over any two cards, one of each row.
4. If the two cards in standard form and expanded form match, keep them.
5. If they don't match, turn them back over.
6. The game is over when all the cards have been matched.

Notes for parents

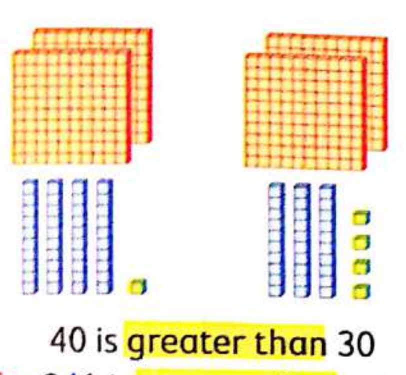
- Play with your child and help him/her to match the cards.

Lesson 27 >, < or =

Learn

When **comparing** 3-digit numbers, compare the hundreds first.

If the hundreds are the same, compare the tens.

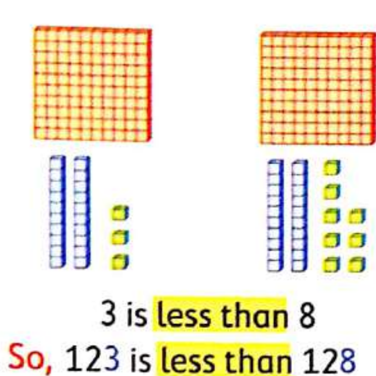


40 is **greater than** 30

So, 241 is **greater than** 234

241 > 234

If the hundreds and tens are the same, compare the ones.

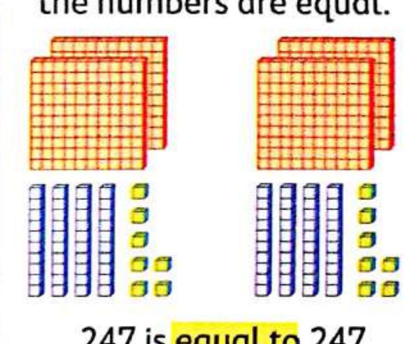


3 is **less than** 8

So, 123 is **less than** 128

123 < 128

If the hundreds, tens, and ones are the same, then the numbers are equal.

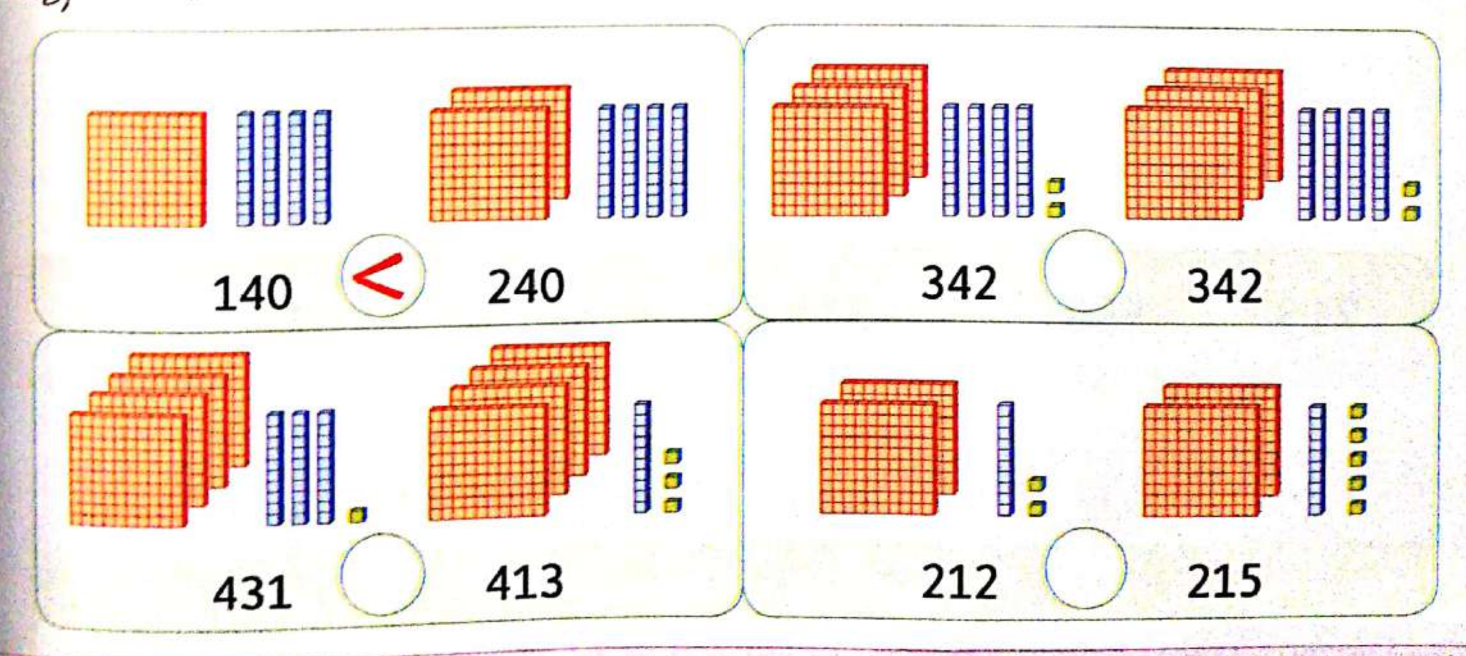


247 is **equal to** 247

247 = 247

Practice

Compare, write >,< or =. The first one is done for you.



• Write a 3-digit number and have your child do the same. Then ask your child to compare them.

Learn

Use the value of each digit to compare numbers.

First compare the hundreds digits.	If the hundreds digits are the same, compare the tens digits.	If the tens digits are the same, compare the ones digits.
672 675	672 675	672 675
6 hundreds = 6 hundreds	7 tens = 7 tens	2 ones < 5 ones So, 672 is less than 675 672 < 675

I put two dots next to 675 because it is the greater number and one dot next to 672 because it is the smaller one, and then I connect them.

Practice

Compare, write >,< or =.

725 ◯ 752	572 ◯ 376	154 ◯ 154
789 ◯ 800	347 ◯ 743	187 ◯ 211
713 ◯ 598	315 ◯ 315	512 ◯ 521
762 ◯ 760	534 ◯ 539	714 ◯ 174

Notes for parents

- Have your child explain how he/she compared the numbers in two of the exercises on this page.

Place a smiley face

Lesson 28

Comparing numbers again

Learn

When comparing 3-digit number and 2-digit number, the 3-digit number is the greater.

352 98

352 has 300 hundreds but 98 has 0 hundreds.

Practice

Compare, write >,< or =.

38 ◯ 100	512 ◯ 89	391 ◯ 57
75 ◯ 318	45 ◯ 178	391 ◯ 9
112 ◯ 79	218 ◯ 78	99 ◯ 618
59 ◯ 138	47 ◯ 129	94 ◯ 200

Place a smiley face

• Have your child explain how he/she compared 391 and 9.

Lesson 29 Ordering numbers

Learn

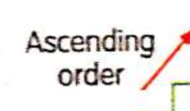
You can order numbers from least to greatest or from greatest to least.

Put the numbers in order from least to greatest. 777 463 400 500 775

1. Compare the hundreds digits. 463 400 500 777 775
2. If the hundreds digits are the same, compare the tens digits. 400 463 500 777 775
3. If the tens digits are the same, compare the ones digits. 400 463 500 775 777

Practice

Write the numbers in order from least to greatest.



72 , 5 , 27 , 52 , 10

Order is : ____ , ____ , ____ , ____ , ____

745 , 72 , 15 , 200 , 4

Order is : ____ , ____ , ____ , ____ , ____

926 , 713 , 198 , 502 , 183

Order is : ____ , ____ , ____ , ____ , ____

Notes for parents

- Help your child to know that. A one-digit number is less than a two-digit number. A two-digit number is less than a three-digit number.

Learn

Put the numbers in order from greatest to least.

251 547 395 257 372

1. Compare the hundreds digits.

547 372 395 251 257

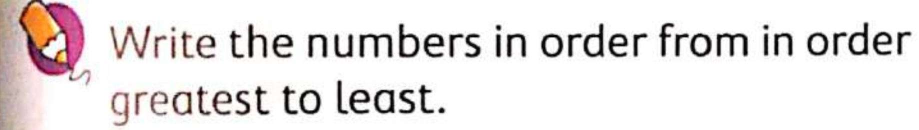
2. If the hundreds digits are the same, compare the tens digits.

547 **395** **372** 251 257

3. If the tens digits are the same, compare the ones digits.

547 395 372 **257** **251**

Practice



Write the numbers in order from in order greatest to least.

7 , 12 , 25 , 47 , 29

Order is : ______ , ______ , ______ , ______ , ______

19 , 82 , 130 , 10 , 210

Order is : ______ , ______ , ______ , ______ , ______

273 , 499 , 500 , 25 , 167

Order is : ______ , ______ , ______ , ______ , ______

345 , 492 , 572 , 490 , 333

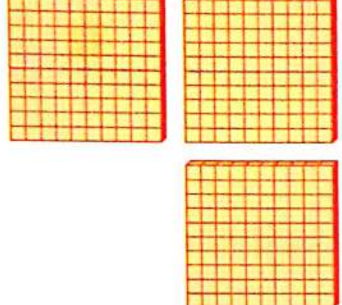
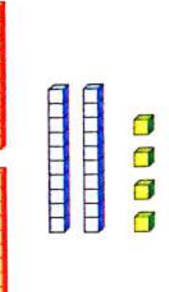
Order is : ______ , ______ , ______ , ______ , ______

• Help your child to know that : A three-digit number is greater than a two-digit number. A two-digit number is greater than a one-digit number.

Order ... different forms

Pre-study

What are some ways to write numbers ?

300 + 20 + 4	324	three hundred twenty-four
expanded form	standard form	word form

Practice

Write numbers in standard form.

Two hundred fifty-three ______

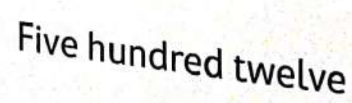
Seven hundred seventeen ______

Nine hundred fifty ______

Four hundred thirty-five ______

Five hundred twelve ______

Seven hundred four ______



Notes for parents

• Help your child to read numbers in word form and write them in st...

500 + 30 + 7	two hundred forty-five	745
expanded form	word form	standard form

- The greatest number is : 745
- The smallest number is : two hundred forty-five
- The ascending order is : two hundred forty-five , 500 + 30 + 7 , 745
- The descending order is : 745 , 500 + 30 + 7 , two hundred forty-five.

Circle the greatest number and underline the smallest number.

300 + 50 + 9 , six hundred twenty-one , 159

Ninety-five , 710 , 400 + 1

379 , five hundred eleven , 500 + 10

800 , nine hundred one , 800 + 20 + 9

Five hundred thirty-eight , 537 , 500 + 30 + 9

• Before ordering numbers, ask your child to determine the greatest and the smallest number.

Arrange from the smallest to the greatest “ascending order”.

Eight hundred fifteen , 700 + 50 + 2 , 850

Order is : .... , ... , ...

Seventy-five , 715 , 700 + 5

Order is : .... , ... , ...

461 , four hundred sixteen , 600 + 10 + 6

Order is : .... , ... , ...

300 + 20 + 9 , 299 , three hundred thirty-three

Order is : .... , ... , ...

Arrange from the greatest to the smallest “descending order”.

830 , seven hundred eighty , 900 + 3

Order is : .... , ... , ...

Five hundred thirty-eight , 79 , 500 + 80 + 30

Order is : .... , ... , ...

619 , 600 + 20 , six hundred nine

Order is : .... , ... , ...

Three hundred fifteen , 350 , 300 + 50 + 1

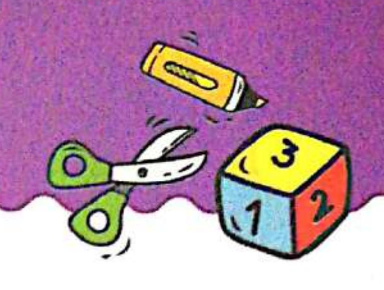
Order is : .... , ... , ...

Notes for parents

- Point to a number on this page. Ask your child to tell you a number that is less than this number and a number that is greater than this number.

Place a smiley face

Activity
Chapter 3



Greater steps

Players : 2

What you need

- 2 counters
- 1 dice

How to play

1. Put your counter at START.
2. Toss the dice 3 times.
   First for hundreds , second for tens and third for ones.
3. Can you make a number that solves the problem on your next step ?
4. If you can, move your counter up to that step.
5. If you can not, your turn is over.
6. The first player to get to END, wins.

PLAYER 1

END

$\square > 465$

$646 < \square$

$524 > \square$

$\square > 113$

$236 > \square$

START

PLAYER 2

END

$554 > \square$

$516 < \square$

$434 > \square$

$244 < \square$

$\square > 356$

START

1 Circle the value of the underlined digit.

1) 3<u>5</u>4

5 50 500

2) <u>7</u>85

700 70 7

3) 95<u>4</u>

4 40 400

4) <u>1</u>95

1 10 100

5) 6<u>3</u>0

3 30 300

6) 7<u>0</u>9

0 10 100

2 Write in expanded form.

1) 745 = ... + ... + ...

2) 172 = ... + ... + ...

3) 480 = ... + ... + ...

4) 549 = ... + ... + ...

5) 103 = ... + ... + ...

6) 111 = ... + ... + ...

Notes for parents

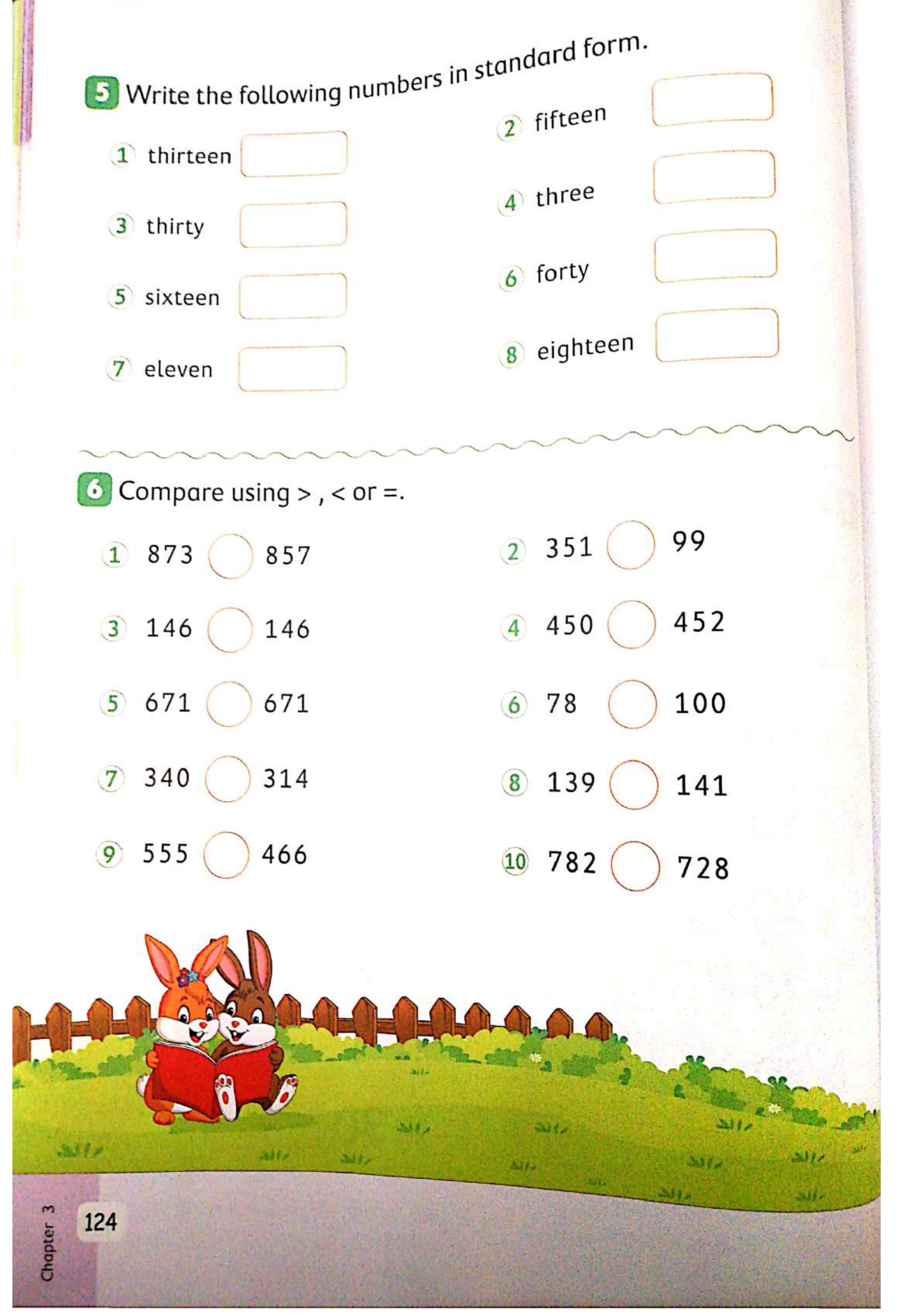
- In this extra practice your child will review all what he/she has learned in chapter 3.

3 Write numbers in standard form.

1. $300 + 90 + 5 =$
2. $7 + 400 + 60 =$
3. $90 + 800 =$
4. $900 + 5 =$
5. $30 + 700 + 4 =$
6. $500 + 9 + 80 =$

4 Write the following numbers in words.

1	7	2	3
3	5	4	9
5	40	6	80
7	10	8	30
9	20	10	60
11	70	12	8
13	50	14	1
15	4	16	90



5 Write the following numbers in standard form.

1. thirteen ☐
2. fifteen ☐
3. thirty ☐
4. three ☐
5. sixteen ☐
6. forty ☐
7. eleven ☐
8. eighteen ☐

6 Compare using > , < or =.

1. 873 ◯ 857
2. 351 ◯ 99
3. 146 ◯ 146
4. 450 ◯ 452
5. 671 ◯ 671
6. 78 ◯ 100
7. 340 ◯ 314
8. 139 ◯ 141
9. 555 ◯ 466
10. 782 ◯ 728

7 Write the numbers in order from least to greatest "ascending order".

1. 15 , 70 , 8 , 24

Order is : ______ , ______ , ______ , ______

2. 37 , 5 , 141 , 92

Order is : ______ , ______ , ______ , ______

3. 179 , 274 , 754 , 175

Order is : ______ , ______ , ______ , ______

4. 492 , two hundred fifty-five , 40 + 900 + 2

Order is : ______ , ______ , ______

8 Write the numbers in order from greatest to least "descending order".

1. 867 , 546 , 862 , 547

Order is : ______ , ______ , ______ , ______

2. thirteen , 700 , 400 + 20 + 5

Order is : ______ , ______ , ______

3. 754 , 372 , 681 , 259

Order is : ______ , ______ , ______ , ______

4. five hundred seventeen , 349 , 600 + 70 + 9

Order is : ______ , ______ , ______

Assessment
Chapter 3

1 Choose.

1. The place value of the digit 7 in 713 is ◯ 7 ◯ 70 ◯ 7…
2. Three hundred fourteen in standard form is ◯ 340 ◯ 314 ◯ 4…
3. 851 in expanded form is ◯ 800 + 50 + 1 ◯ 100 + 50 + 8 ◯ 500 + 80…
4. 724 599 ◯ > ◯ < ◯ …
5. 88 114 ◯ > ◯ < ◯ …
6. Eleven in standard form is ◯ 11 ◯ 2 ◯ …

2 Write in words.

1. 70 [ ]
2. 8 [ ]
3. 20 [ ]
4. 15 [ ]

3 **a** Arrange from the smallest to the greatest "ascending".

341 , 240 , 52 , 245

Order is : .... , ... , ... , ...

b Arrange from the greatest to the smallest "descending".

67 , 800 , 125 , 17 , 325

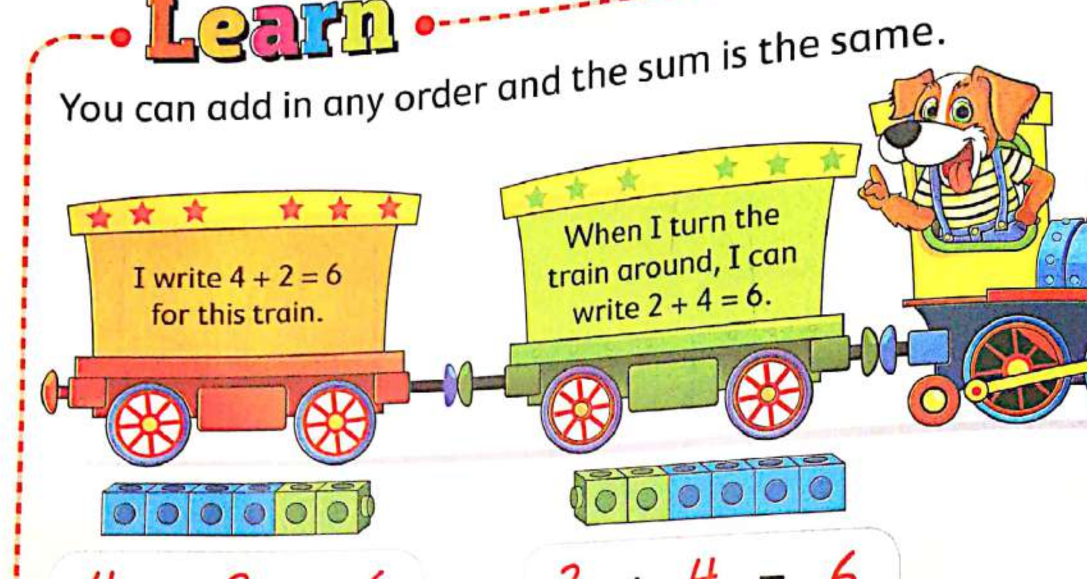
Order is : .... , ... , ... , ... , ...

Chapter
4

Lesson 31 Adding in any order

Learn

You can add in any order and the sum is the same.



$4 + 2 = 6$ $\quad$ $2 + 4 = 6$

Practice

Find the sum. The first one is done for you.

$3 + 8 = 11$ $8 + 3 = 11$	$3 + 9 =$ ____ $9 + 3 =$ ____	$1 + 8 =$ ____ $8 + 1 =$ ____
$5 + 3 =$ ____ $\quad$ $3 + 5 =$ ____	$5 + 4 =$ ____ $\quad$ $4 + 5 =$ ____	$6 + 2 =$ ____ $\quad$ $2 + 6 =$ ____
$7 + 11 =$ ____ $\quad$ $11 + 7 =$ ____	$12 + 3 =$ ____ $\quad$ $3 + 12 =$ ____	$10 + 7 =$ ____ $\quad$ $7 + 10 =$ ____

Notes for parents

- Ask your child to use small cubes to show 6 + 3 and 3 + 6, and then ask him/her to tell you why the two sums are the same.

Color the addition sentences in each row that have the same sum.

13 + 5	12 + 5	5 + 13
4 + 16	16 + 4	15 + 4
7 + 17	7 + 16	16 + 7
13 + 3	13 + 2	2 + 13

Find the sum. Then rewrite the problems by switching the addends and solve it. The first one is done for you.

3 + 15 = 18 → 15 + 3 = 18

8 + 9 = ____ → ____ + ____ = ____

11 + 5 = ____ → ____ + ____ = ____

4 + 12 = ____ → ____ + ____ = ____

Place a smiley face

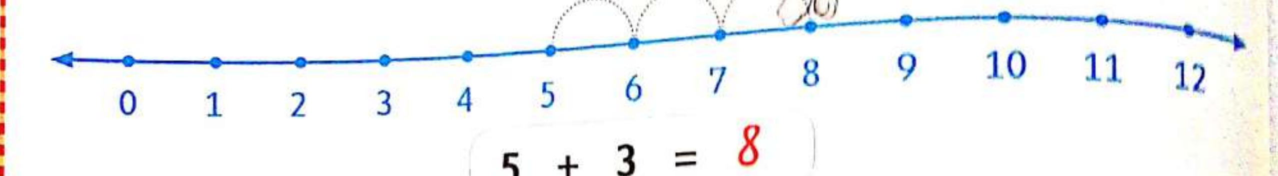
problems does not matter, but the order of

Lesson 32 Counting on and counting back

Pre-study

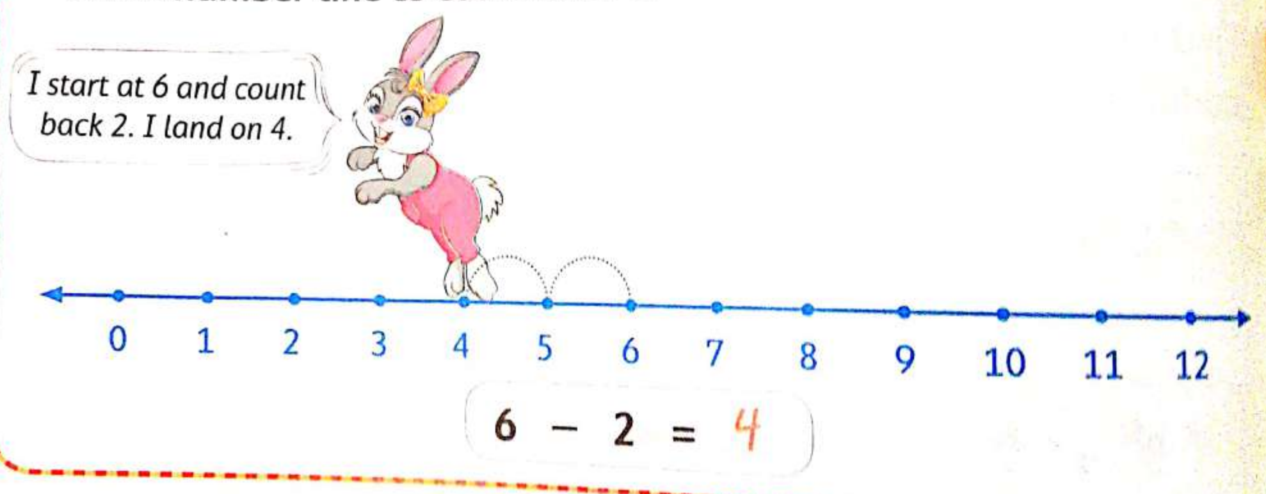
• Use a number line to count on to add.

I can start at 5 and count on 3. I land on 8.



5 + 3 = 8

• Use a number line to count back to subtract.



6 − 2 = 4

Practice

Use the number line. Count on or count back to find the answer

0 1 2 3 4 5 6 7 8 9 10 11 12

8 + 3 = ____	2 + 6 = ____	8 − 4 = ____	5 − 1 = ____
5 + 7 = ____	5 + 5 = ____	12 − 5 = ____	7 − 4 = ____

Notes for parents

• Ask your child how to use the number line to solve 8 + 2 and 8 − 2.

Learn

Use count on to add

What is 5 + 24 ?

Start at 24.

Then count on 5 more.

25 , 26 , 27 , 28 , 29

The sum is 29.

Then : 5 + 24 = **29**

Use count back to subtract

What is 43 – 6 ?

Start at 43.

Then count back 6.

42 , 41 , 40 , 39 , 38 , 37

The difference is 37.

Then : 43 – 6 = **37**

Practice

Count on to find the sum.

53 + 7 = ______

9 + 14 = ______

8 + 61 = ______

20 + 6 = ______

5 + 87 = ______

Count back to find the difference.

31 – 1 = ______

26 – 5 = ______

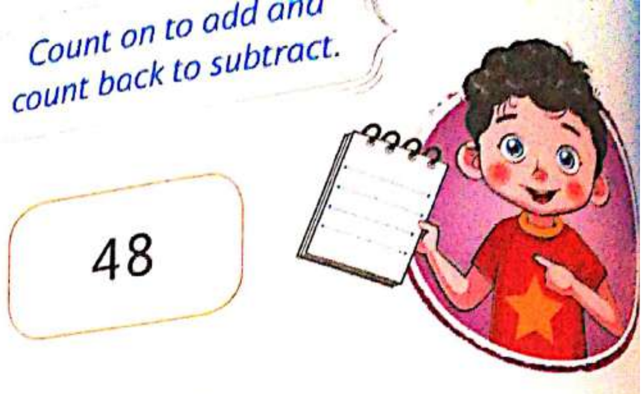
44 – 9 = ______

13 – 7 = ______

60 – 2 = ______

• Help your child to add by count on starting with the greater number because it is easier than starting by the smaller number.

Find the answer. Then join.



30 + 7	48
41 – 8	37
5 + 65	33
52 – 4	70

Join the equal results.

7 + 22	31 + 9	5 + 52
46 – 6	64 – 7	36 – 7

Place a smiley face

otes for parents

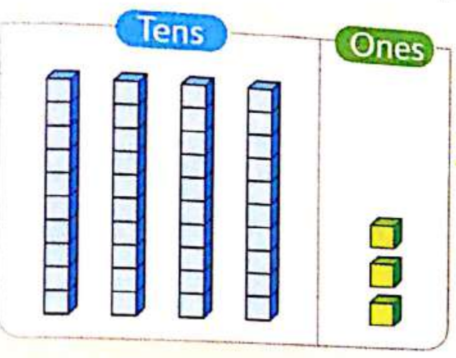
• Help your child to make the additio...

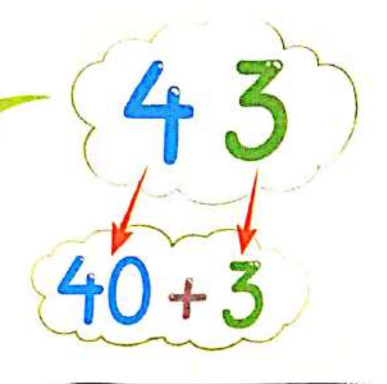
Lesson 33

Decomposing a 2-digit number

Learn

Decompose a 2-digit number means writing it as sum of tens and ones.



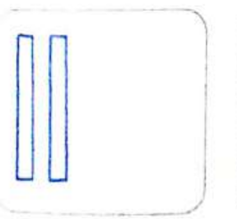


The digit 4 is in the tens place. This means ***4*** *has a value of* ***40****.*

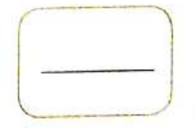
The digit 3 is in the ones place. This means ***3*** *has a value of* ***3****.*

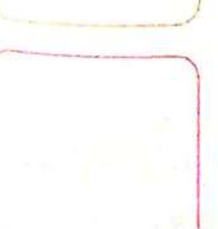
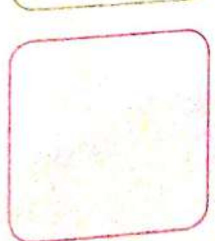
Practice

1. Decompose the numbers as the first one.



26 → 20 + 6

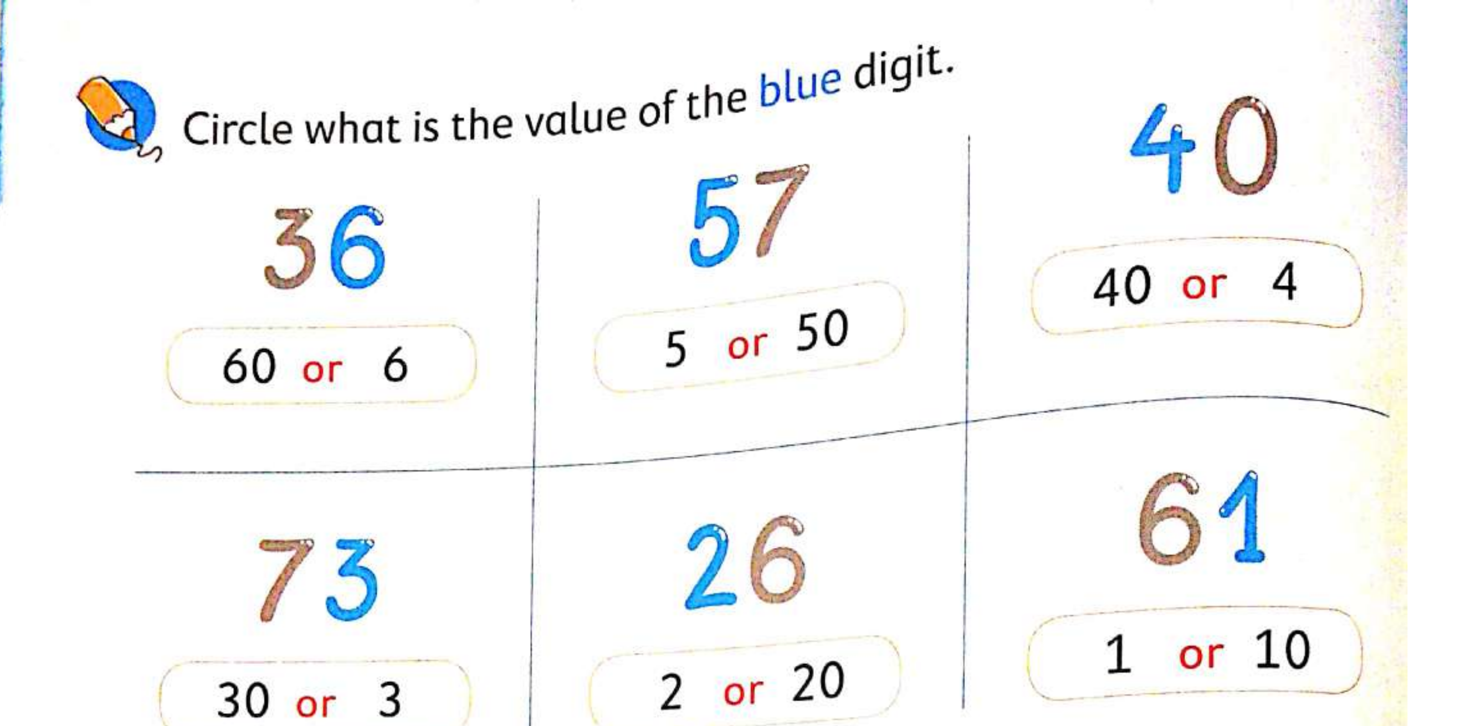
59 →  +

71 → + ____

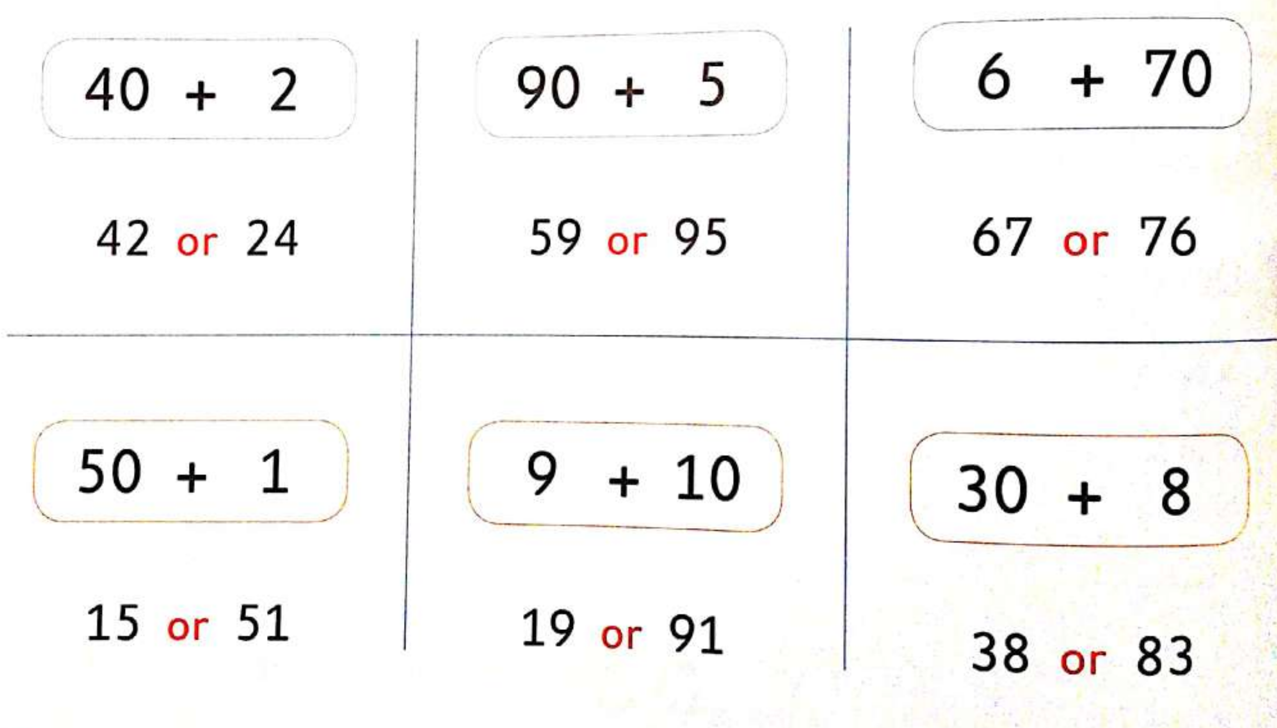
Give your child a number of objects, such as paper clips (fewer than 100). Ask your child to put them in groups of tens and ones and tell you how many there are in all.

Circle what is the value of the blue digit.



36	57	40
60 or 6	5 or 50	40 or 4
73	**26**	**61**
30 or 3	2 or 20	1 or 10

Choose the correct number.



40 + 2	90 + 5	6 + 70
42 or 24	59 or 95	67 or 76
50 + 1	**9 + 10**	**30 + 8**
15 or 51	19 or 91	38 or 83

Notes for parents

- In this page ask your child to point to each number and tell you which digit is in the ones place. Then tell you which digit is in the tens place and the value of each digit.

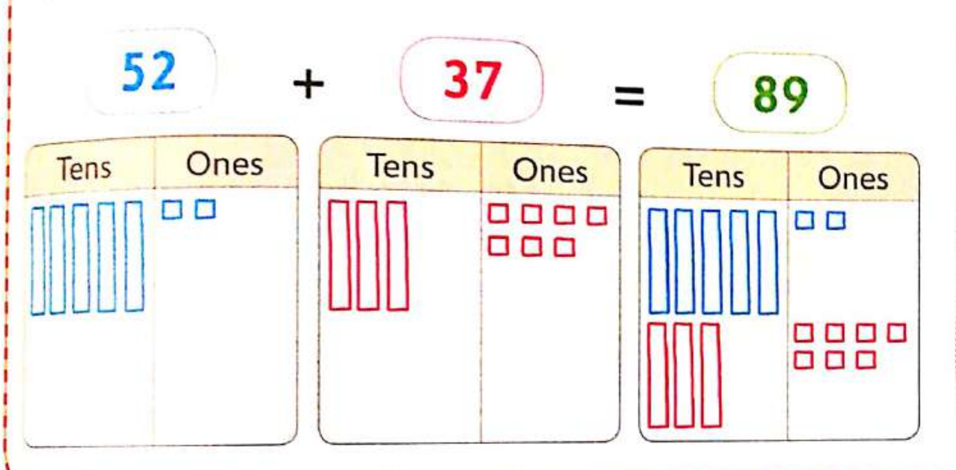
Lesson 34 Adding tens and ones

Learn

• How to add 52 + 37 ?

First way

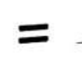
Decompose by drawing sticks for tens and small squares for ones for each addend to add.

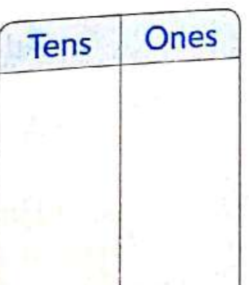


I added the ones
2 + 7 = 9
I added the tens
50 + 30 = 80
How many in all ?
80 + 9 = 89
So, 52 + 37 = 89

Practice

Draw sticks and small squares to add.

23  + 16 = ______



Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones ______ + ______ = ______

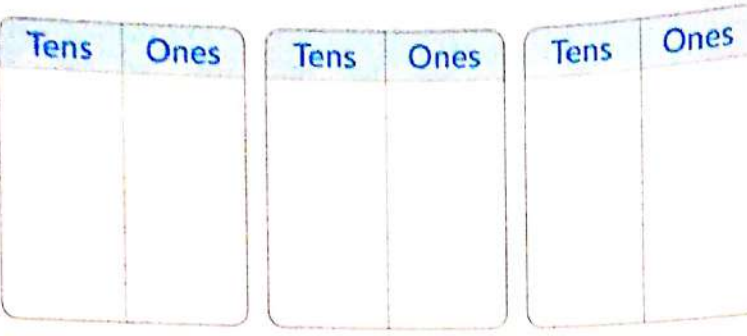
• Add the tens ______ + ______ = ______

• How many in all ?

______ + ______ = ______

So, 23 + 16 = ______

• Make sure that your child add tens to tens and ones to ones.



- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- How many in all ?

  ____ + ____ = ____

So, 34 + 42 = ____

---

15 + 51 = ____

Tens	Ones

Tens	Ones

Tens	Ones

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- How many in all ?

  ____ + ____ = ____

So, 15 + 51 = ____

---

22 + 74 = ____

Tens	Ones

Tens	Ones

Tens	Ones

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- How many in all ?

  ____ + ____ = ____

So, 22 + 74 = ____

---

67 + 20 = ____

Tens	Ones

Tens	Ones

Tens	Ones

- Add the ones ____ + ____ = ____
- Add the tens ____ + ____ = ____
- How many in all ?

  ____ + ____ = ____

So, 67 + 20 = ____

Notes for parents

Learn

• How to add 52 + 37 ?

Second way

Decompose each addend into tens and ones to add.

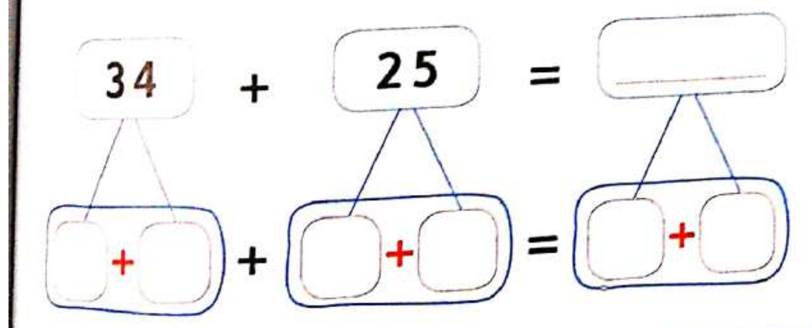
52 + 37 = 89

50 + 2 + 30 + 7 = 80 + 9

I added the ones
2 + 7 = 9
I added the tens
50 + 30 = 80
How many in all ?
80 + 9 = 89
So, 52 + 37 = 89

Practice

1. Decompose each addend to add.



34 + 25 = ______

☐ + ☐ + ☐ + ☐ = ☐ + ☐

• Add the ones ______ + ______ = ______
• Add the tens ______ + ______ = ______
• How many in all ?
______ + ______ = ______

So, 34 + 25 = ______

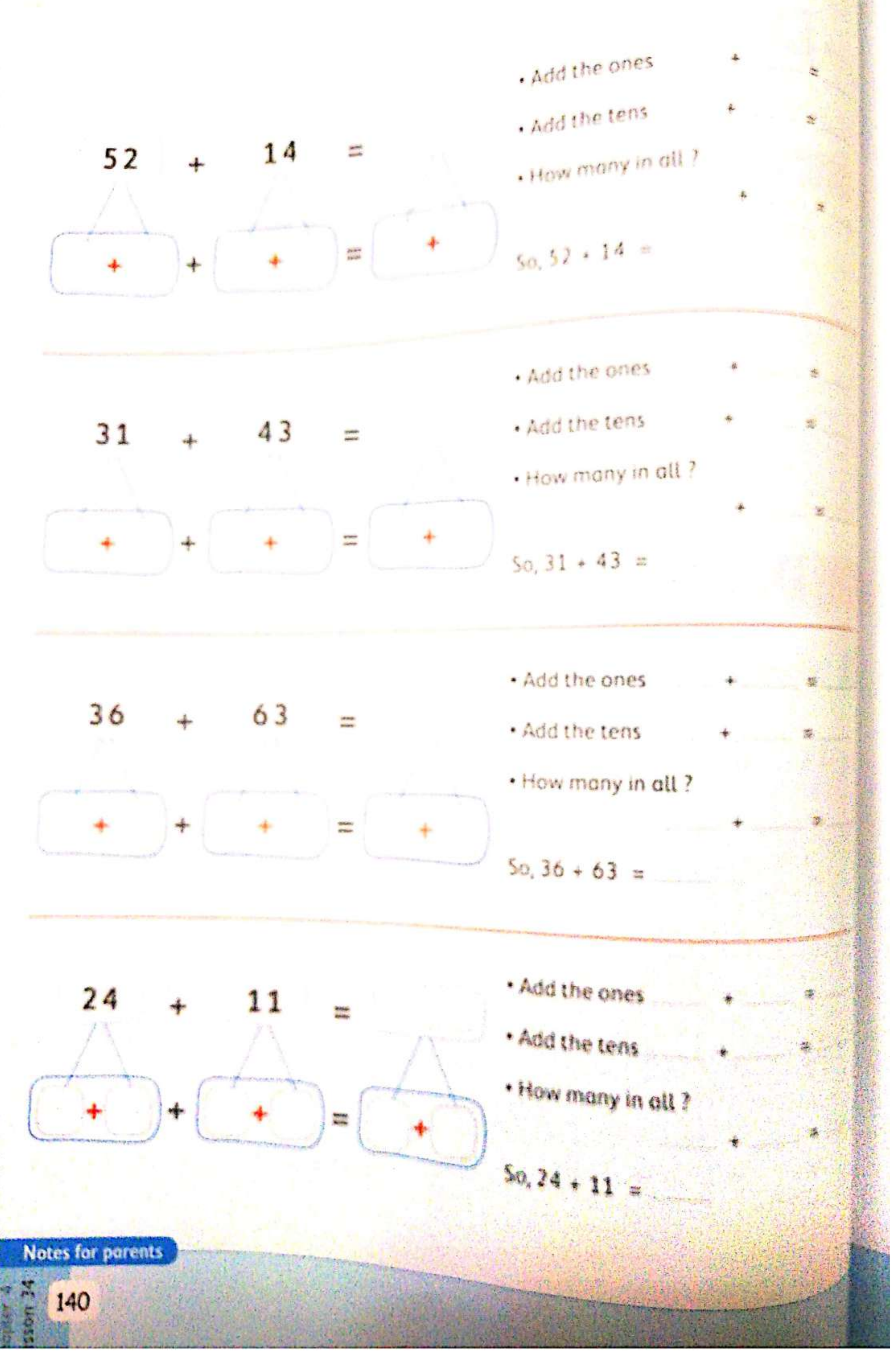
12 + 66 = ______

☐ + ☐ + ☐ + ☐ = ☐ + ☐

• Add the ones ______ + ______ = ______
• Add the tens ______ + ______ = ______
• How many in all ?
______ + ______ = ______

So, 12 + 66 = ______

• Ask your child to explain how to decompose an addend.
• Tell your child that the two ways of add are the same and finding the same result.



52 + 14 =

+ + + = +

• Add the ones + =

• Add the tens + =

• How many in all ?

+ =

So, 52 + 14 =

31 + 43 =

+ + + = +

• Add the ones + =

• Add the tens + =

• How many in all ?

+ =

So, 31 + 43 =

36 + 63 =

+ + + = +

• Add the ones + =

• Add the tens + =

• How many in all ?

+ =

So, 36 + 63 =

24 + 11 =

+ + + = +

• Add the ones + =

• Add the tens + =

• How many in all ?

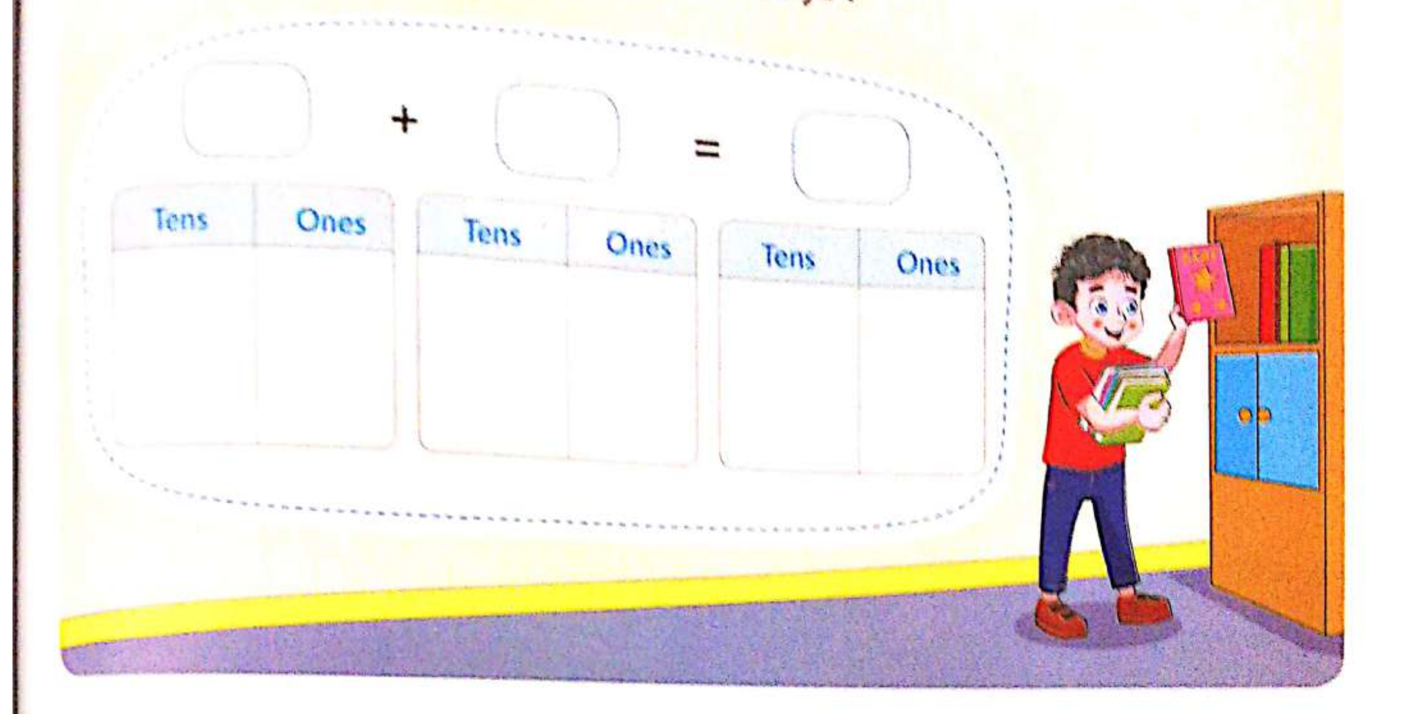
+ =

So, 24 + 11 =

Notes for parents

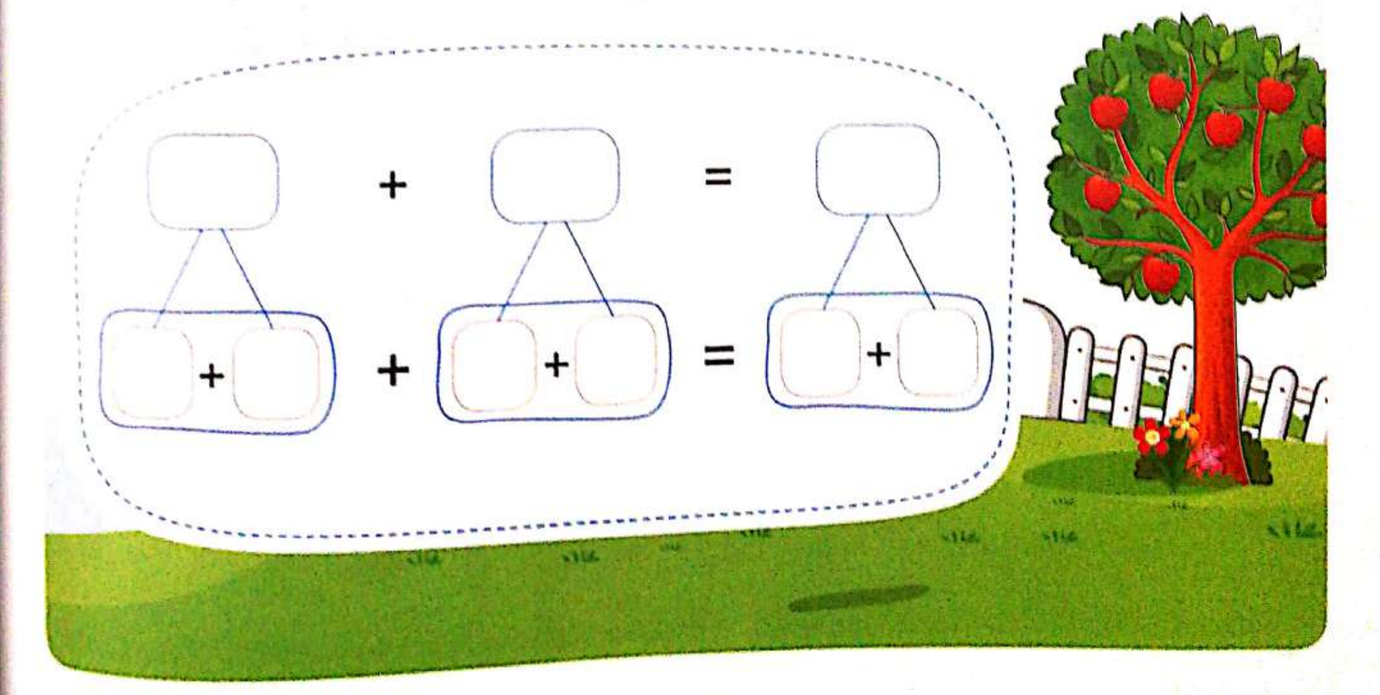
Adel read **15** pages of a book in one day. In the next day he read **22** pages.

How many pages did he read in the two days ?



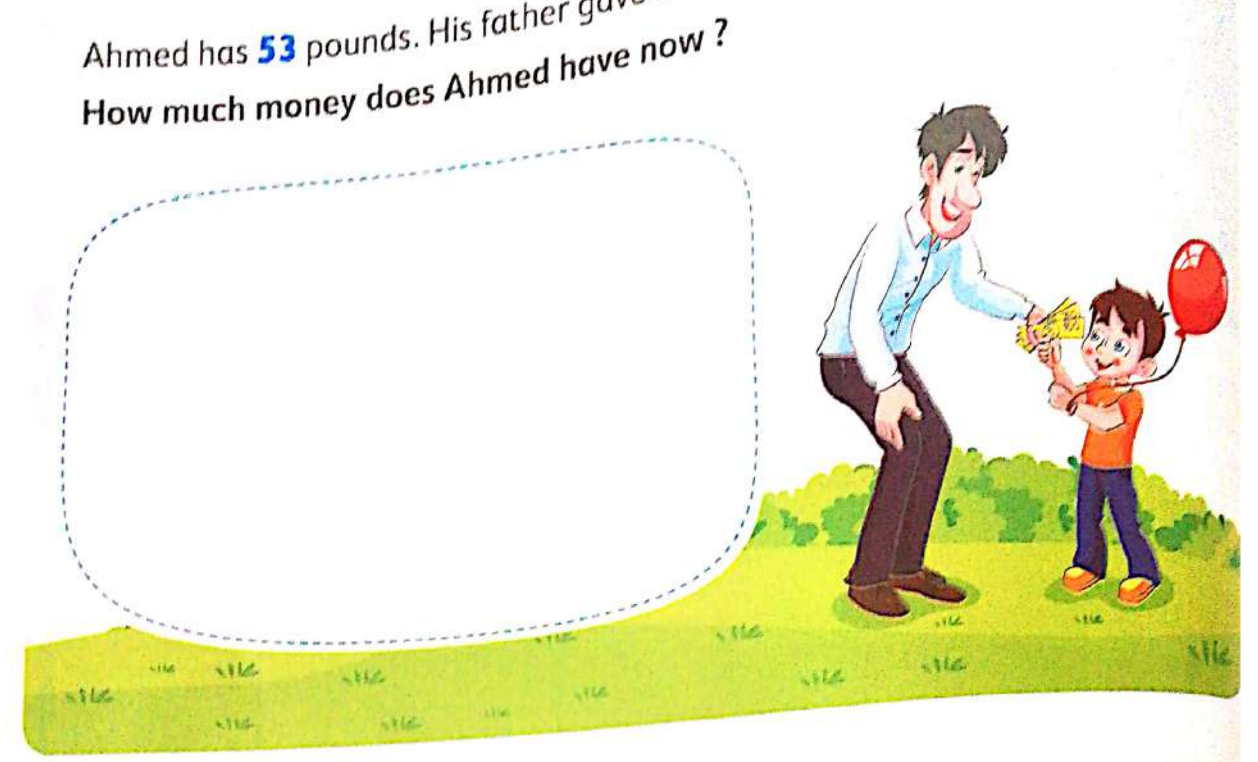
A garden has **41** apple trees and **56** orange trees.

How many trees are there in the garden ?



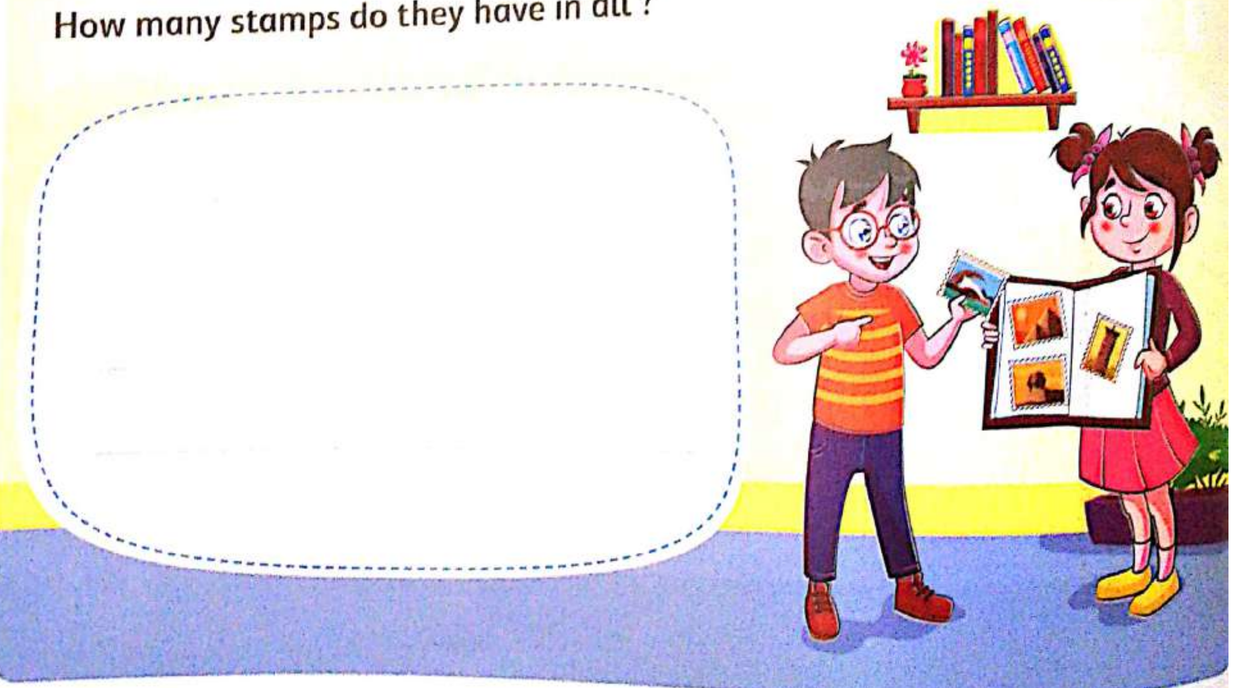
Ahmed has **53** pounds. His father gave him **35** pounds as a present.

How much money does Ahmed have now ?



Mary has **30** stamps. Her brother Maged has **45** stamps.

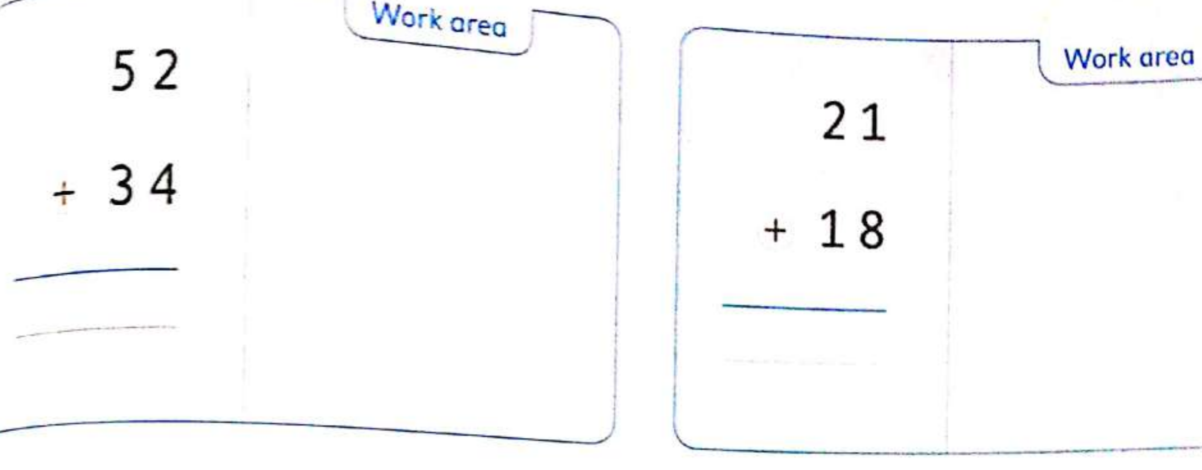
How many stamps do they have in all ?



Notes for parents

- Ask your child which way he/she prefers to solve the story problem and ask him/her to solve the story problems in this page using it.

Solve each of the following addition problems.

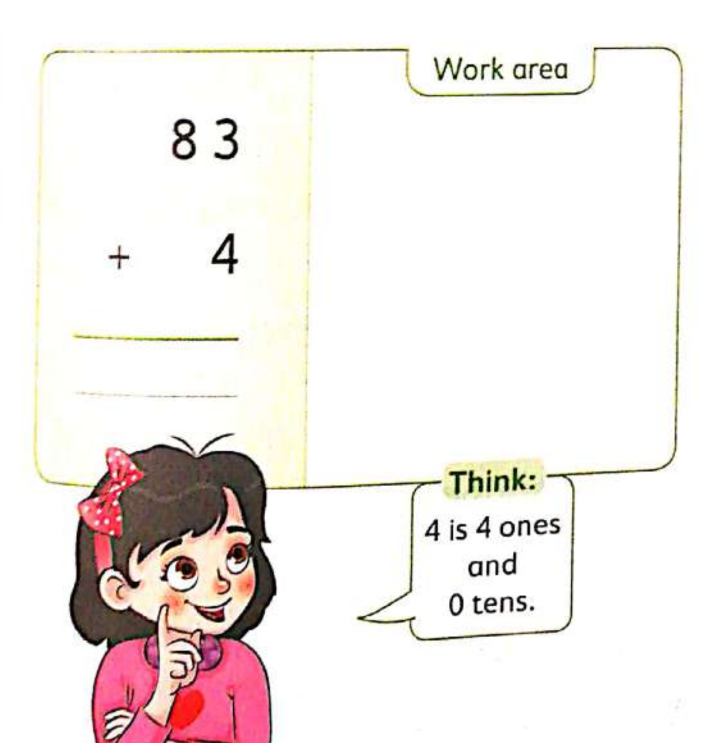


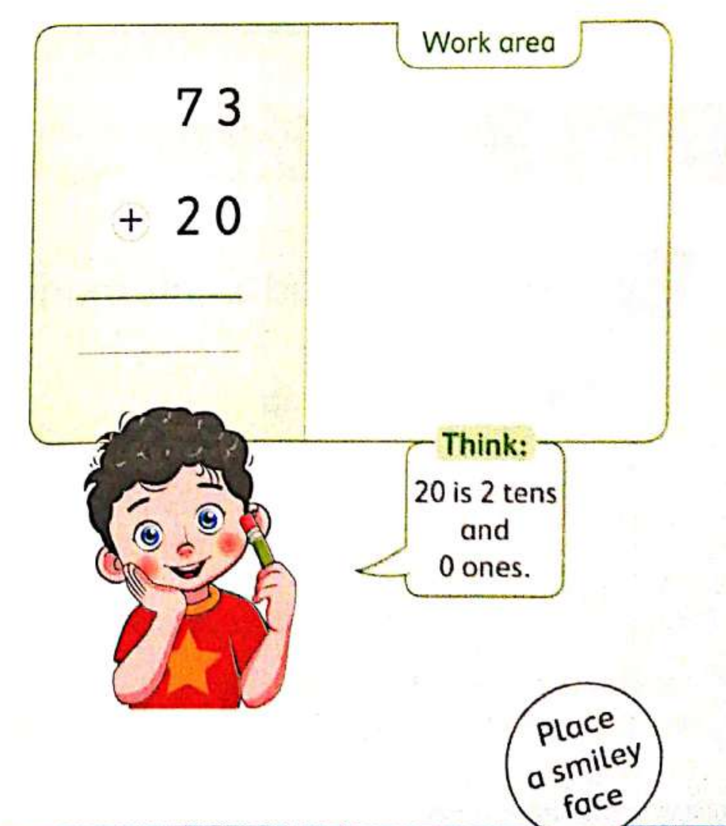
Work area

$$\begin{array}{r} 36 \\ +\ 11 \\ \hline \end{array}$$

Work area

$$\begin{array}{r} 62 \\ +\ 25 \\ \hline \end{array}$$





Place a smiley face

• Help your child to find the sum using the previous ways of decomposing by drawing or decomposing the addends into tens and ones.

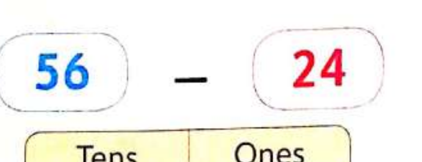
Lesson 35 Subtract...

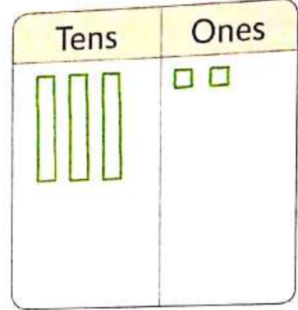
Learn

• How to subtract 56 − 24 ?

First way

Decompose by drawing sticks for tens and small squares for ones for the first number, then take away the second number to subtract.





56 − 24 = 32

Tens	Ones

Tens	Ones

I subtracted the ones
6 − 4 = 2
I subtracted the tens
50 − 20 = 30
How many in all ?
30 + 2 = 32
So, 56 − 24 = 32

Practice

Draw sticks and small squares. Take away to subtract.

64 − 13 = ______

Tens	Ones

Tens	Ones

• Subtract the ones ______ − ______ = ______

• Subtract the tens ______ − ______ = ______

• How many in all ?

______ + ______ = ______

So, 64 − 13 = ______

Notes for parents

• Make sure that your child subtracted the smaller number from the greater number and subtract tens from tens and ones from ones.

$49 - 32 =$ ______

Tens	Ones

Tens	Ones

- Subtract the ones ______ − ______ = ______
- Subtract the tens ______ − ______ = ______
- How many in all ?

______ + ______ = ______

So, $49 - 32 =$ ______

$87 - 55 =$ ______

Tens	Ones

Tens	Ones

- Subtract the ones ______ − ______ = ______
- Subtract the tens ______ − ______ = ______
- How many in all ?

______ + ______ = ______

So, $87 - 55 =$ ______

$76 - 34 =$ ______

Tens	Ones

Tens	Ones

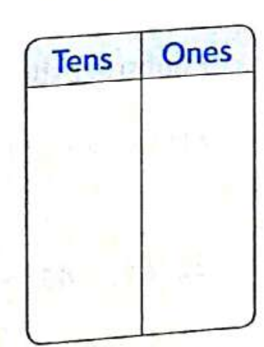
- Subtract the ones ______ − ______ = ______
- Subtract the tens ______ − ______ = ______
- How many in all ?

______ + ______ = ______

So, $76 - 34 =$ ______

$35 - 20 =$ ______

Tens	Ones



- Subtract the ones ______ − ______ = ______
- Subtract the tens ______ − ______ = ______
- How many in all ?

______ + ______ = ______

So, $35 - 20 =$ ______

Learn

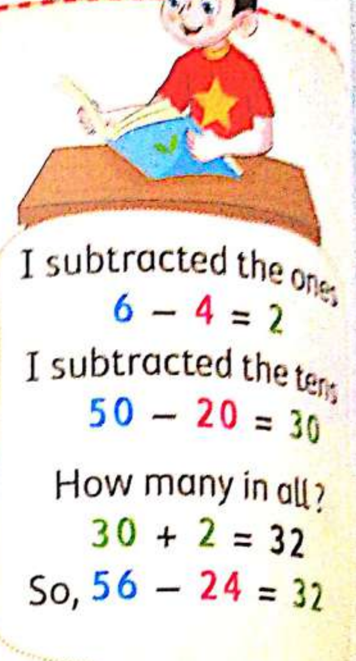
• How to subtract $56 - 24$?

Second way

Decompose each number into tens and ones to subtract.

$$56 - 24 = 32$$

$$(50 + 6) - (20 + 4) = (30 + 2)$$



I subtracted the ones
$6 - 4 = 2$
I subtracted the tens
$50 - 20 = 30$
How many in all?
$30 + 2 = 32$
So, $56 - 24 = 32$

Practice

Decompose each number to subtract.

$39 - 26 =$ ____

(____ + ____) − (____ + ____) = (____ + ____)

• Subtract the ones ____ − ____ = ____
• Subtract the tens ____ − ____ = ____
• How many in all ?
____ + ____ = ____

So, $39 - 26 =$ ____

$75 - 41 =$ ____

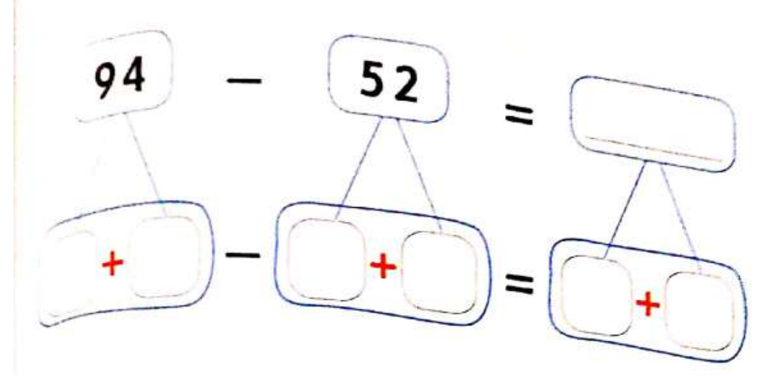
(____ + ____) − (____ + ____) = (____ + ____)

• Subtract the ones ____ − ____ = ____
• Subtract the tens ____ − ____ = ____
• How many in all ?
____ + ____ = ____

So, $75 - 41 =$ ____

Notes for parents

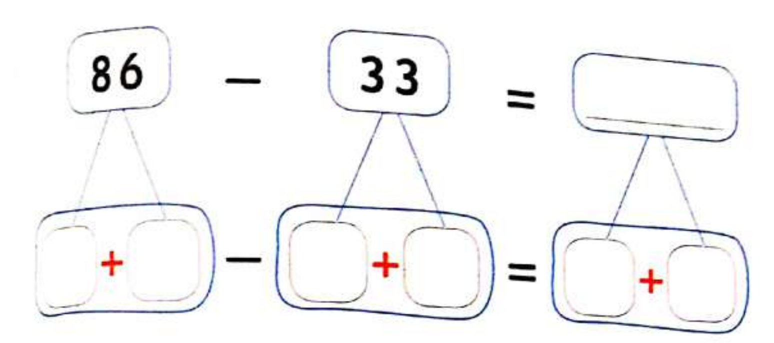
• Ask your child to remember how to decompose the numbers.



- Subtract the ones _____ – _____ = _____
- Subtract the tens _____ – _____ = _____
- How many in all ?

_____ + _____ = _____

So, 94 – 52 = _____



- Subtract the ones _____ – _____ = _____
- Subtract the tens _____ – _____ = _____
- How many in all ?

_____ + _____ = _____

So, 86 – 33 = _____

77 – 16 = [ ]

[+] – [+] = [+]

- Subtract the ones _____ – _____ = _____
- Subtract the tens _____ – _____ = _____
- How many in all ?

_____ + _____ = _____

So, 77 – 16 = _____

42 – 20 = [ ]

[+] – [+] = [+]

- Subtract the ones _____ – _____ = _____
- Subtract the tens _____ – _____ = _____
- How many in all ?

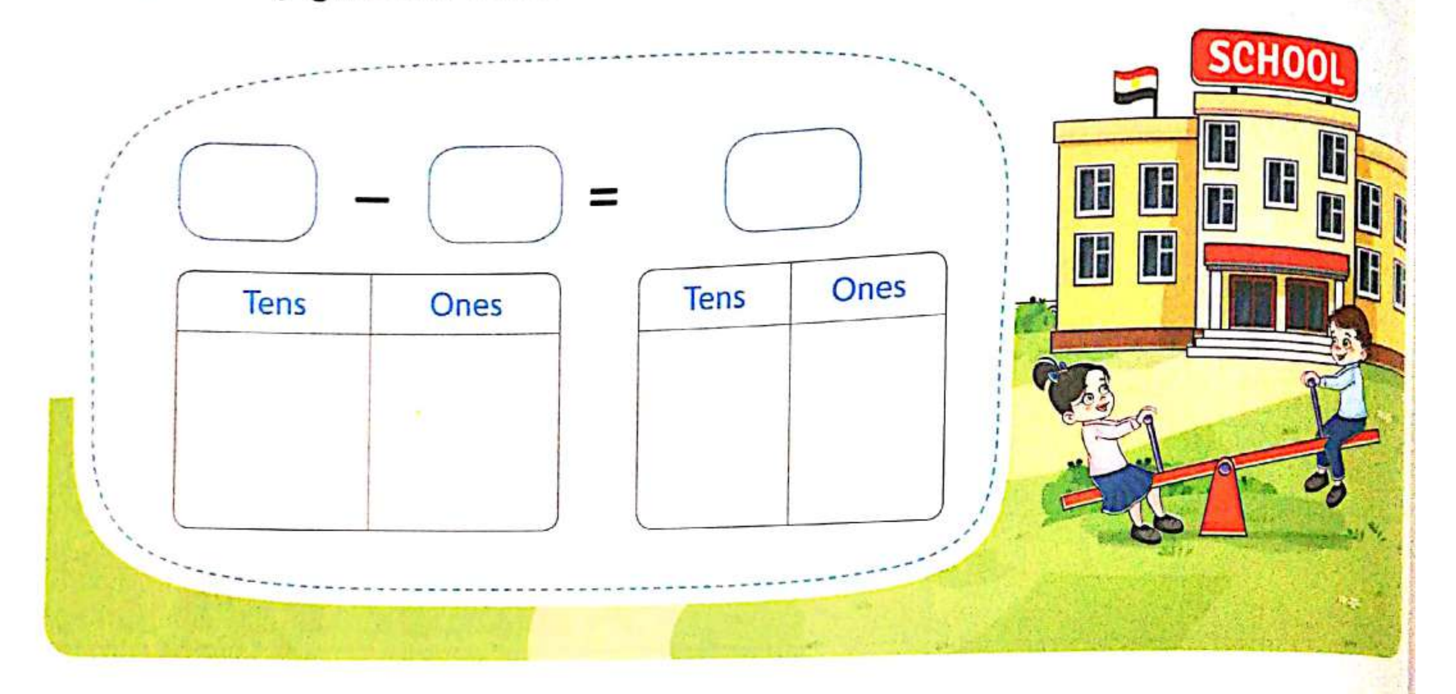
_____ + _____ = _____

So, 42 – 20 = _____

Find the answer.

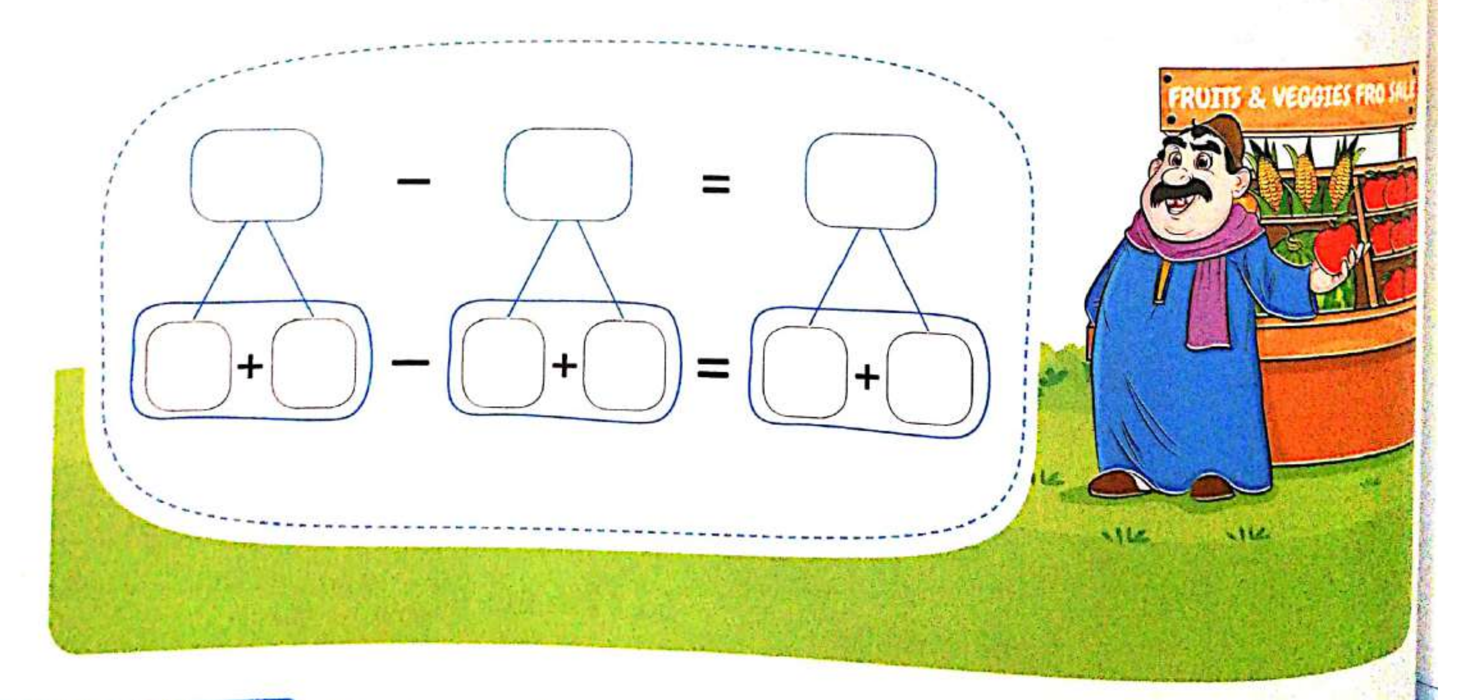
The number of pupils in a school is **96**. If the number of boys is **41**.

How many girls are there in this school ?



A fruit seller has **98** apples. He sold **36** of them.

How many apples are remaining ?

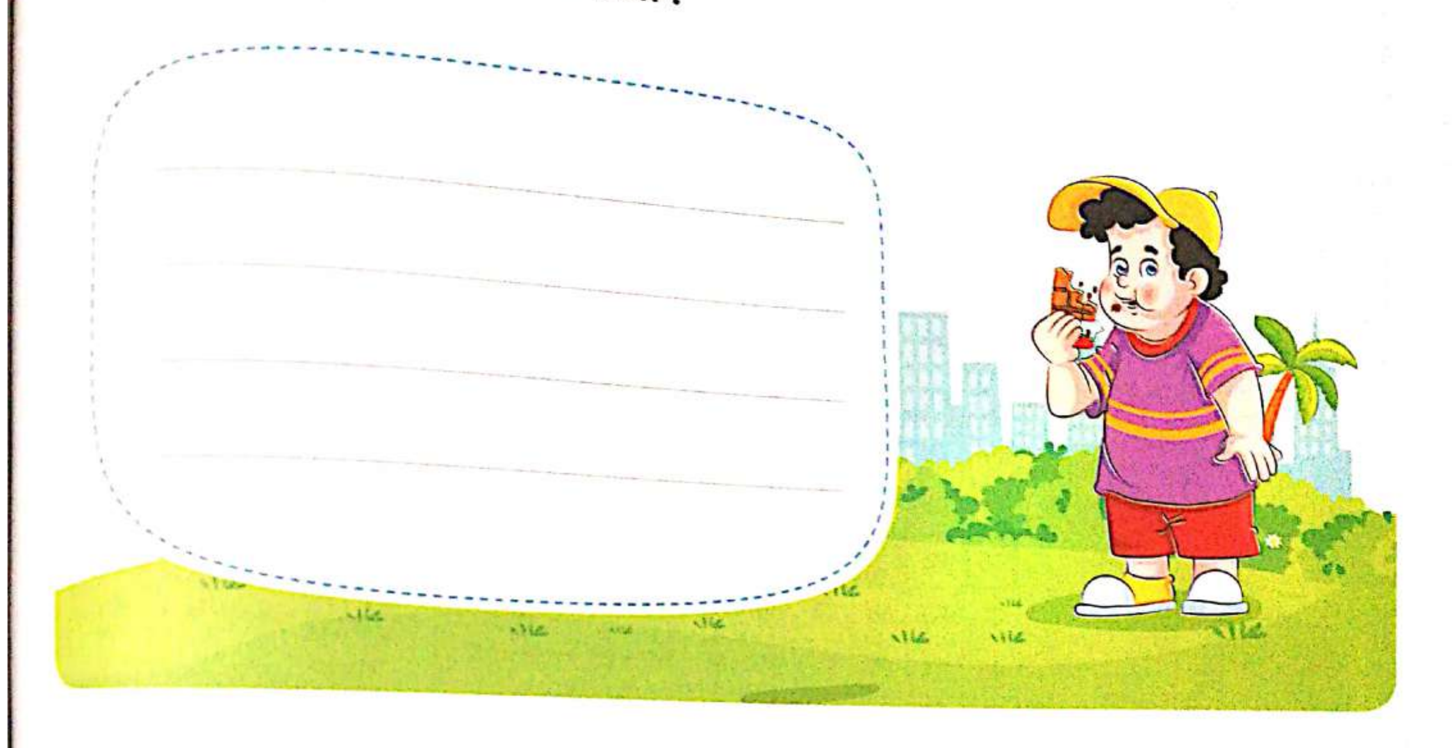


Notes for parents

- Help your child to remember the two ways of subtraction to solve the story problems in this page.

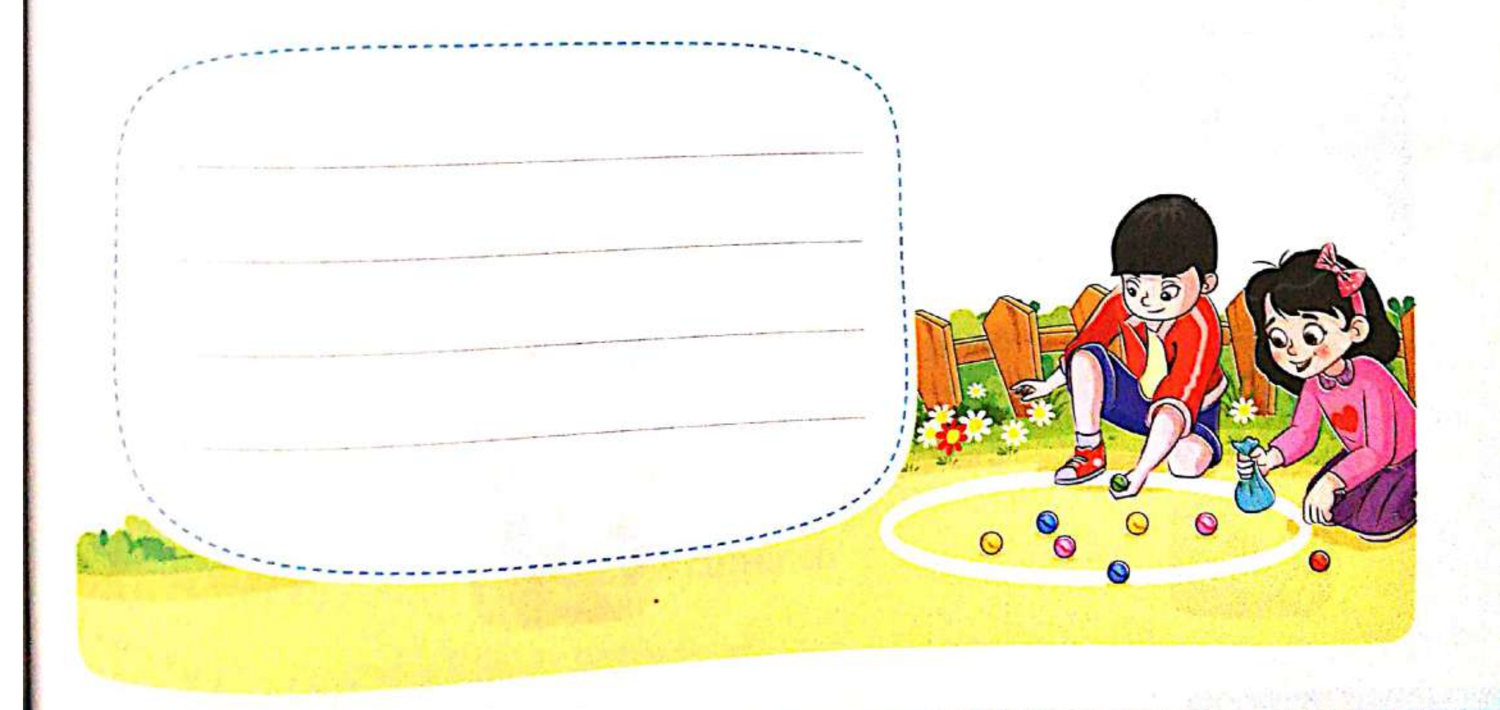
Mostafa has **35** pounds. If he bought a chocolate bar for **15** pounds.

What is the remainder with him ?

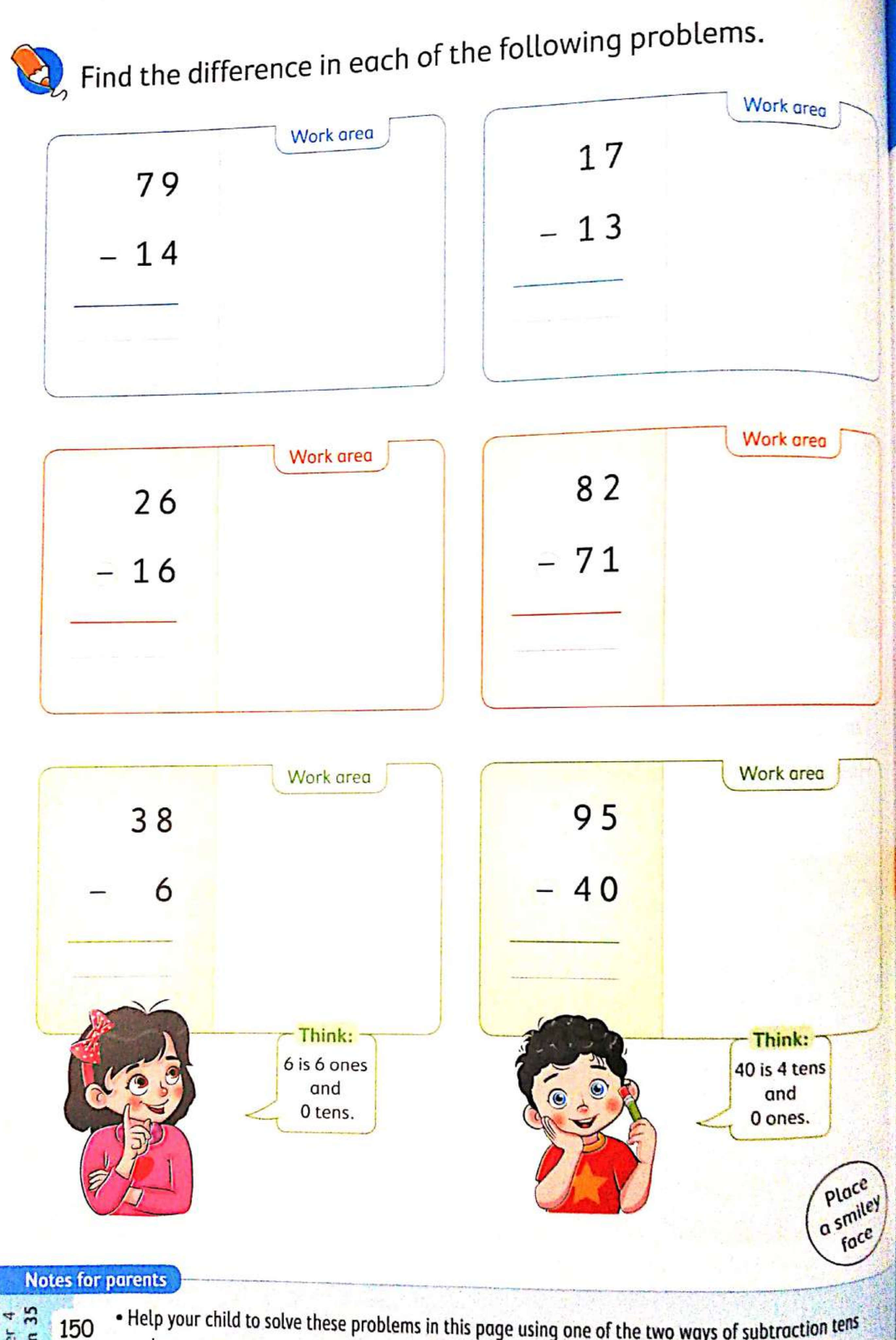


Karim has **38** marbles. His sister Karma has **23** marbles.

How many more marbles does Karim have than Karma ?



* Ask your child to tell you which way he/she prefers to solve the story problems and ask him/her to use it to solve the problems in this page.



Notes for parents

- Help your child to solve these problems in this page using one of the two ways of subtraction tens and ones.

...tion to add and subtract 2-digit numbers

Learn

Estimation is finding a number that is close to another number.
Estimation makes the numbers easier to add and subtract.

You can use the 120 chart to estimate a 2-digit number.

- 12 is closer to 10
- 58 is closer to 60

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Practice

Use the 120 chart to estimate the following numbers.

41 is closer to ______	26 is closer to ______	14 is closer to ______
8 is closer to ______	89 is closer to ______	73 is closer to ______

- Make sure that your child understand the estimation.
- Find more numbers and ask your child to find the closer number.

Learn

You can use the 120 chart to estimate in addition and subtraction.

- 48 is closer to 50
- 21 is closer to 20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

In addition

$$\begin{array}{r} 48 \\ +\ 21 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} 50 \\ +\ 20 \\ \hline 70 \end{array}$$

So, 48 + 21 is about 70

In subtraction

$$\begin{array}{r} 48 \\ -\ 21 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} 50 \\ -\ 20 \\ \hline 30 \end{array}$$

So, 48 – 21 is about 30

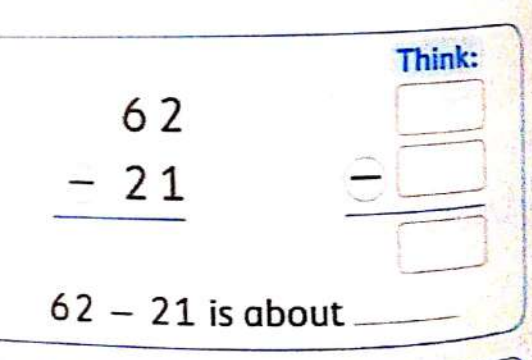
Practice

Use the 120 chart to estimate.

$$\begin{array}{r} 27 \\ +\ 11 \\ \hline \end{array}$$

Think: + ____

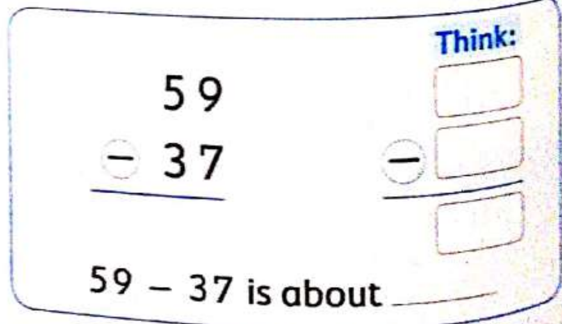
27 + 11 is about ____



$$\begin{array}{r} 16 \\ +\ 40 \\ \hline \end{array}$$

Think: + ____

16 + 40 is about ____



Notes for parents

- Tell your child that estimation does not give you the exact answer but gives you a closer answer.

Learn

You can use place value to estimate in addition and subtraction.
Circle the highest place value in the first number and the second number.

Using tens can help you estimate.

In addition

	Think:
31	30
+ 42	+ 40
	70

So, 31 + 42 is about 70

In subtraction

	Think:
54	50
− 23	− 20
	30

So, 54 − 23 is about 30

Practice

Use place value strategy to estimate.

	Think:
52	
+ 32	+

52 + 32 is about ______

	Think:
93	
− 52	−

93 − 52 is about ______

	Think:
11	
+ 63	+

11 + 63 is about ______

	Think:
36	
− 14	−

36 − 14 is about ______

• Let your child to use the place value strategy to estimate the sum or the difference.

A book store sold **34** books on Wednesday and **23** books on Thursday.

Estimate how many books sold on the two days.

Ayman collected **63** stamps. He gave **42** to his friend.

Estimate how many stamps were left.

Problem Solving Estimation :

This graph shows how many children chose sandwiches for lunch.

- About how many children chose turkey sandwiches ? ☐
- About how many children chose tuna fish sandwiches ? ☐
- About how many children in all chose sandwiches for lunch ? ☐

Sandwiches eaten

Sandwich kinds	Number of children
Turkey	
Tuna fish	

Number of children: 10, 20, 30, 40

- About how many more children chose turkey than tuna fish sandwiches ? ☐

Place a smiley face

Notes for parents

- Help your child to decide if add or subtract in this page and make sure to use the strategies and not solve the problems.

Lesson 37

Accepted or not accepted estimation

Learn

- Estimate the sum of 23 + 31

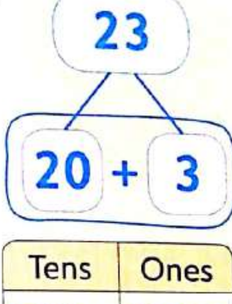
By using the place value strategy.

Think

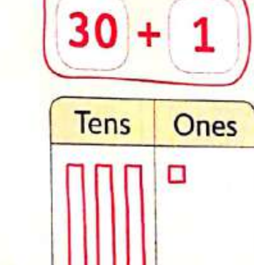
20 + 30 = 50

Then : My estimation is 50.

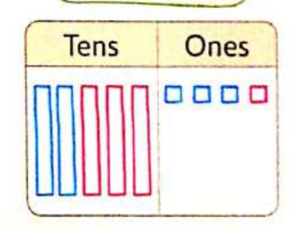
- Finding the actual sum to check if the estimation is accepted or is not accepted.



+ 31



= 50 + 4



Add the ones : 3 + 1 = 4

Add the tens : 20 + 30 = 50

Find the actual sum : 50 + 4 = 54

The actual sum is **closer** to my estimation :

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Then my estimation is **accepted**.

- Tell your child that estimation does not give you the actual sum.
- Use the 120 chart to compare his/her estimation and the actual sum.

Learn

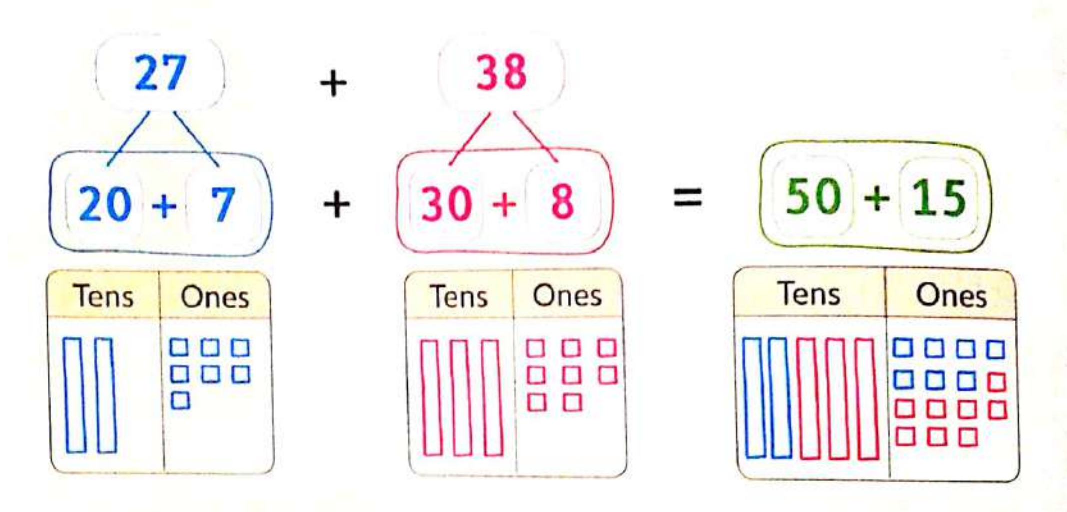
- **Estimate the sum of 27 + 38**

By using the place value strategy.

Think

20 + 30 = 50

- Finding the actual sum to check if the estimation is accepted or is not accepted.



Add the ones :	7	+	8	=	15
Add the tens :	20	+	30	=	50
Find the actual sum :	50	+	15	=	65

The actual sum is **not closer** to my estimation :

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Then my estimation is **not accepted**.

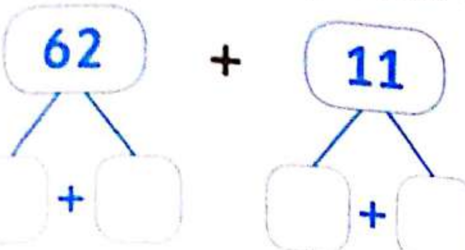
Notes for parents

- Ask your child to tell you why that estimation using place value strategy is not always give you the estimation.

Practice

Estimate the sum. Find the actual sum. Choose if your estimation is accepted or not accepted.

62 + 11



My estimation is ______

• Add the ones ______ + ______ = ______

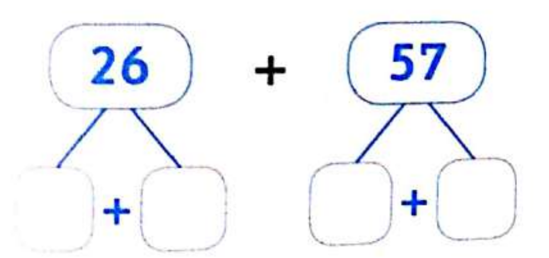
• Add the tens ______ + ______ = ______

• Find the actual sum ______ + ______ = ______

Choose My estimation is : Accepted. Not accepted.

---

26 + 57



My estimation is ______

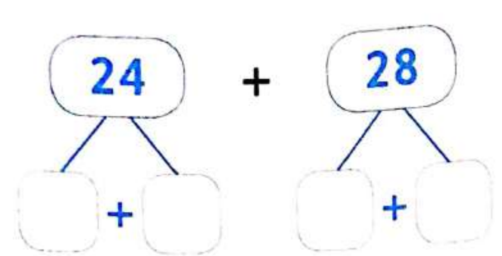
• Add the ones ______ + ______ = ______

• Add the tens ______ + ______ = ______

• Find the actual sum ______ + ______ = ______

Choose My estimation is : Accepted. Not accepted.

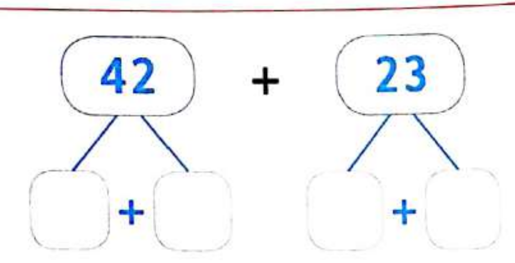
*Let your child use the 120 chart to help him/her, choose if his/her estimation is accepted or not accepted to the actual sum.



My estimation is ________

- Add the ones ________ + ________ = ________
- Add the tens ________ + ________ = ________
- Find the actual sum ________ + ________ = ________

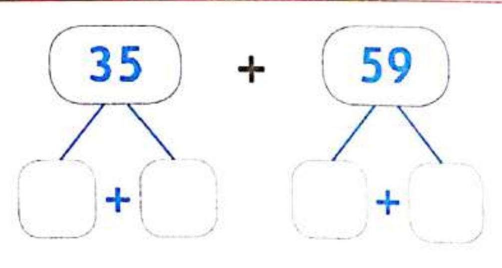
Choose My estimation is : Accepted. Not accepted.



My estimation is ________

- Add the ones ________ + ________ = ________
- Add the tens ________ + ________ = ________
- Find the actual sum ________ + ________ = ________

Choose My estimation is : Accepted. Not accepted.



My estimation is ________

- Add the ones ________ + ________ = ________
- Add the tens ________ + ________ = ________
- Find the actual sum ________ + ________ = ________

Choose My estimation is : Accepted. Not accepted.

Notes for parents

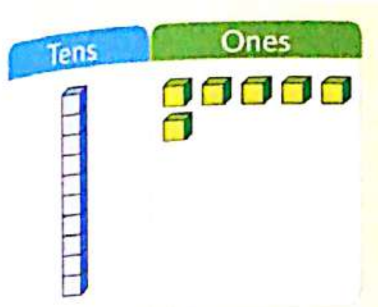
- Help your child to find the actual sum by drawing sticks for tens and small square for ones and make sure to add tens to tens and ones to ones.

Lesson **38**

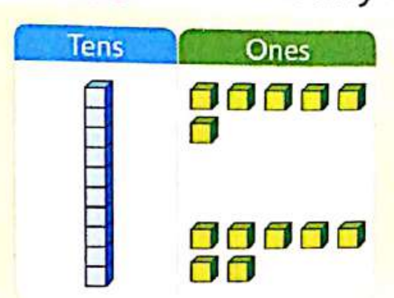
Regrouping for addition

Learn

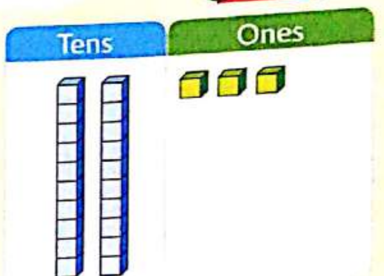
Add 7 to 16 How many in all ?



Start with 16

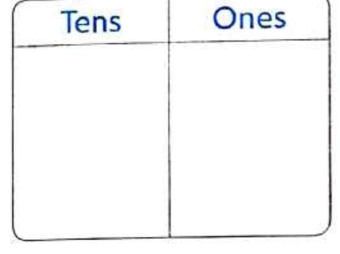


Add 7



Regroup 10 ones as 1 ten.
2 tens and 3 ones
23 in all.

Practice



Add 34 + 8

Tens	Ones

Show 34

Tens	Ones

Add 8

Tens	Ones

_____ tens, _____ ones,
_____ in all.

Add 52 + 9

Tens	Ones

Show 52

Tens	Ones

Add 9

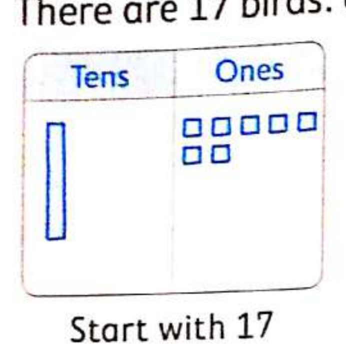
Tens	Ones

_____ tens, _____ ones,
_____ in all.

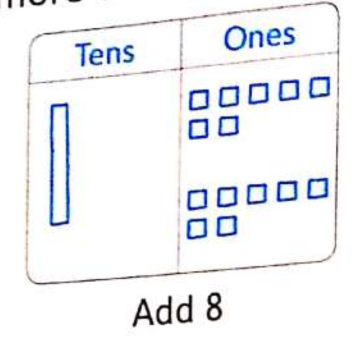
* Ask your child how to group 5 ones and 8 ones as tens and ones (1 ten and 3 ones).

Write how many in all. The first one is done for you.

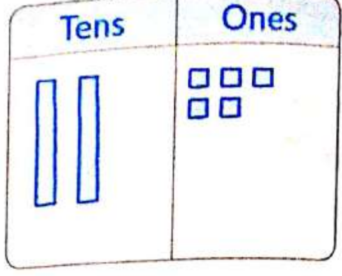
There are 17 birds. 8 more come. How many birds in all ?



Start with 17



Add 8



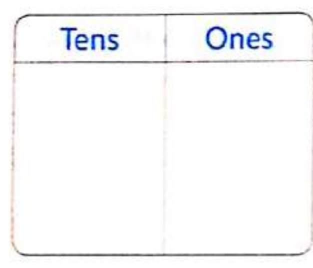
Regroup 10 ones as 1 ten

2 tens, 5 ones,

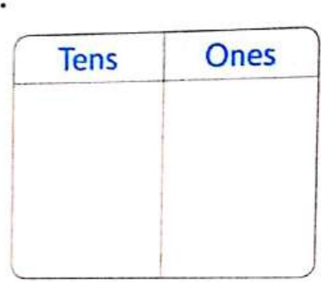
25 in all.

---

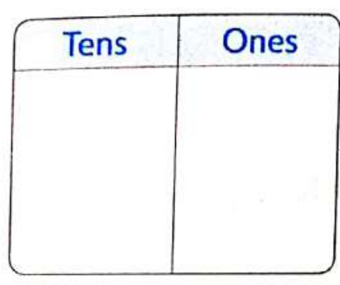
35 birds. 7 more come.



Start with 35



Add 7



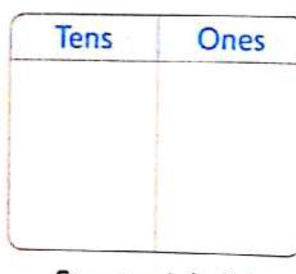
Regroup

____ tens, ____ ones,

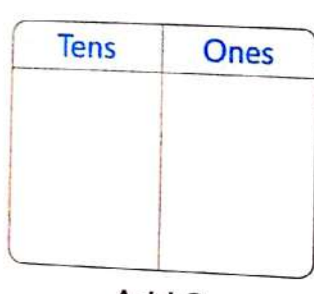
____ in all.

---

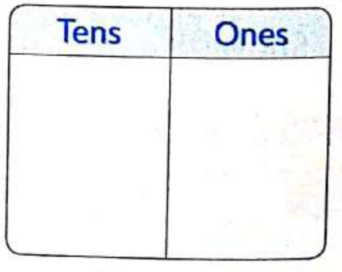
54 birds. 9 more come.



Start with 54



Add 9



Regroup

____ tens, ____ ones,

____ in all.

Notes for parents

- Have your child use dry beans or macaroni to show how to regroup when adding 16 + 7.

Learn

Model 2-digit addition

Add 37 and 26

Step 1

Show 37 and 26.
Count the ones.
Think can you make a ten ?

Tens	Ones

Yes No

Step 2

If you can make a ten, regroup.

Tens	Ones

Step 3

Write how many tens and ones.
Write the sum.

Tens	Ones

6 tens 3 ones

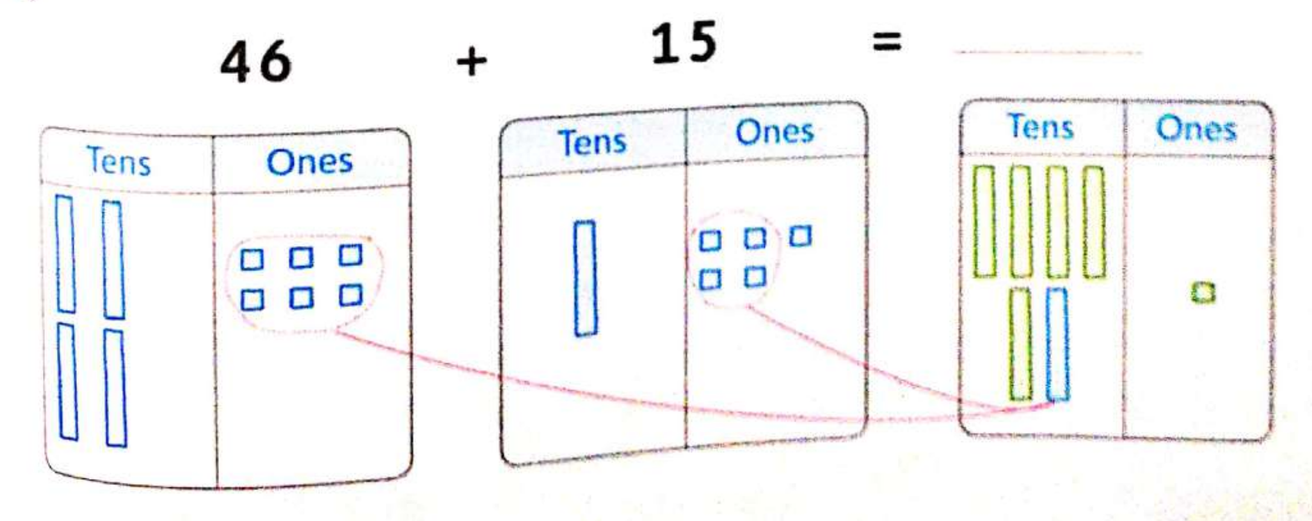
60 + 3

63

Practice

Find the sum using regrouping.

46 + 15 = ______



* Ask your child to explain his/her answer.

Draw sticks for tens and small squares for ones to represent each addend. Regroup the ones. Find the sum.

23 + 39 = ____

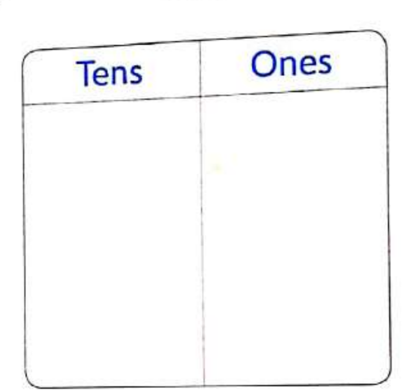
Tens	Ones

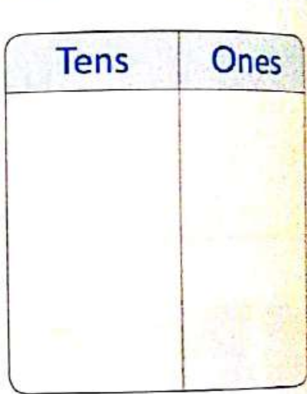
Tens	Ones

Tens	Ones

58 + 15 = ____

Tens	Ones

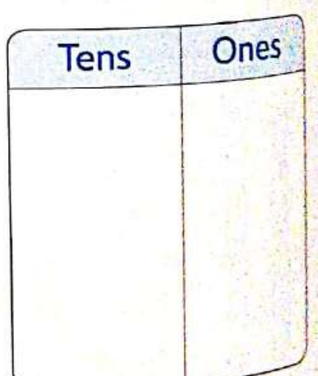




74 + 16 = ____

Tens	Ones

Tens	Ones



Place a smiley face

Notes for parents

- By more practice your child will be able to answer without modeling.

Lesson 39

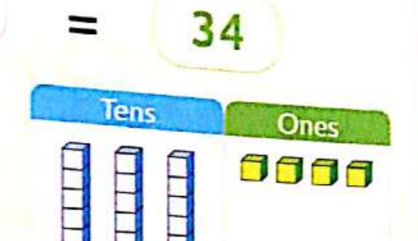
Adding with or without regrouping

Learn

• Do you need to regroup to add ?

25 + 9 = 34

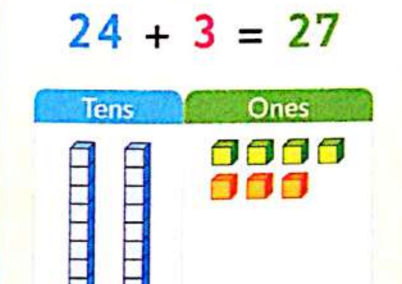
Tens | Ones



Start with 25. Add 9.
You have more than 9 ones.

You need to regroup.

24 + 3 = 27



You have less than 10 ones.
You do not need to regroup.

Practice

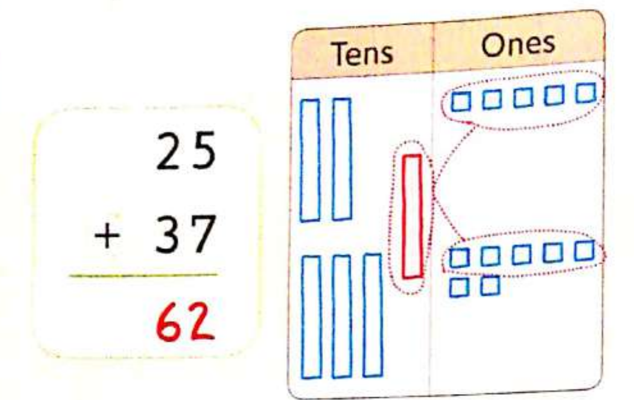
Use Tens Ones, draw ▯ and ▫.

Show this many.	Add this many.	Do you need to regroup ?	Add.
36	8	Yes	36 + 8 = 44
23	4	______	23 + 4 = ______
19	5	______	19 + 5 = ______
75	3	______	75 + 3 = ______

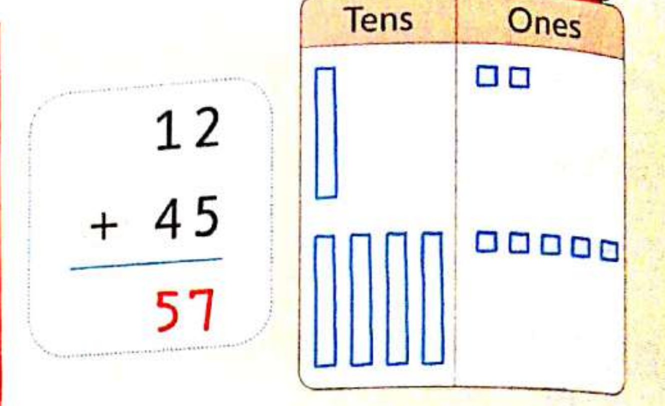
• Ask your child why regrouping is needed to find the sum 67 + 5.

Learn

• Do you need to regroup to add ?



The total ones is more than 9.
You need to regroup, then
regroup 12 ones to 1 ten 2 ones.



The total ones is less than 10.
You do not need to regroup.

Practice

Find the sum. Choose if you add with or without regrouping.

43 + 18 = ______

Tens	Ones

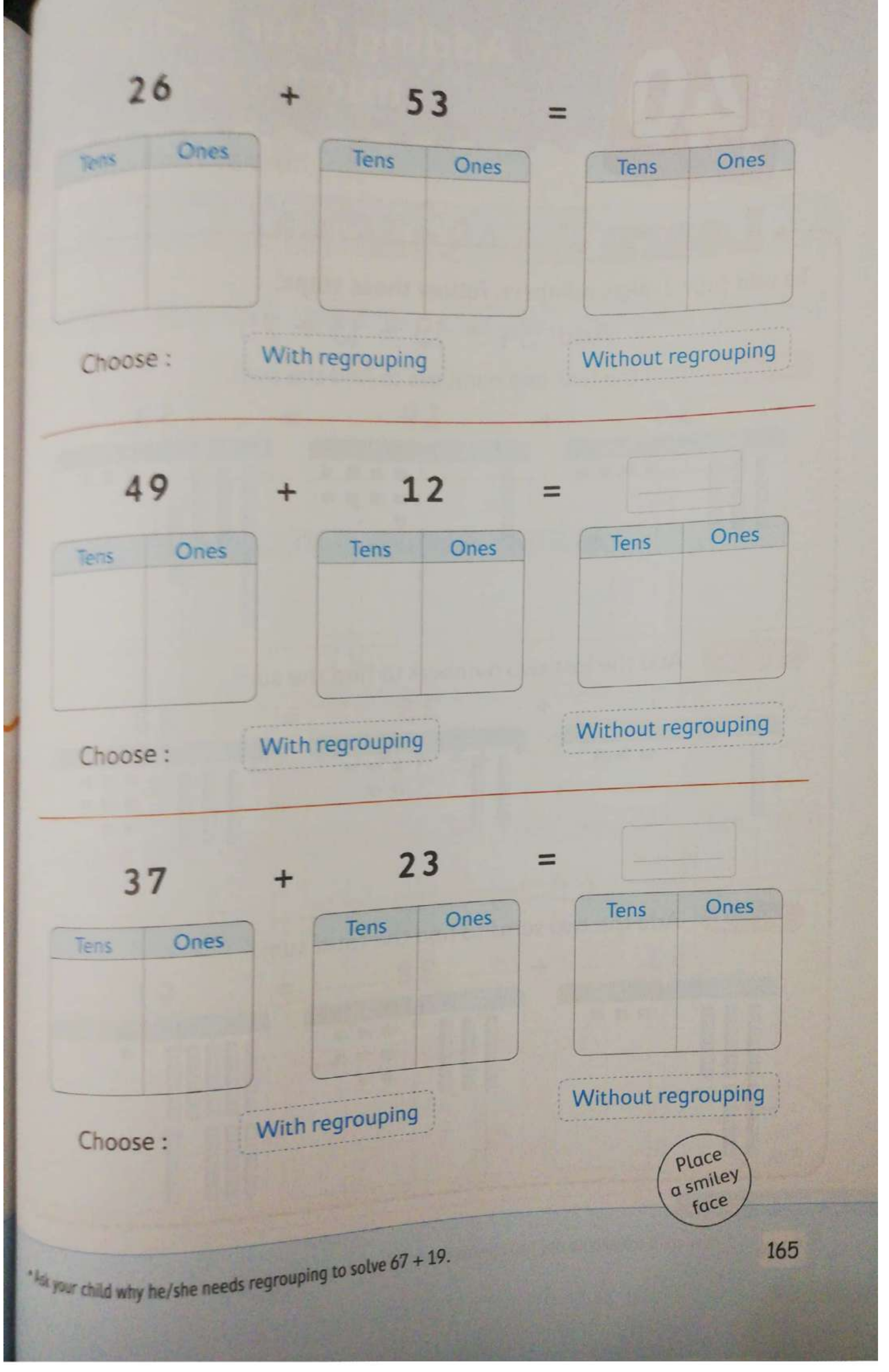
Tens	Ones

Tens	Ones

Choose : With regrouping   Without regrouping

Notes for parents

• Ask your child to tell you an addition problem that requires regrouping and another one that does not



26 + 53 =

Tens	Ones

Tens	Ones

Tens	Ones

Choose : With regrouping Without regrouping

49 + 12 =

Tens	Ones

Tens	Ones

Tens	Ones

Choose : With regrouping Without regrouping

37 + 23 =

Tens	Ones

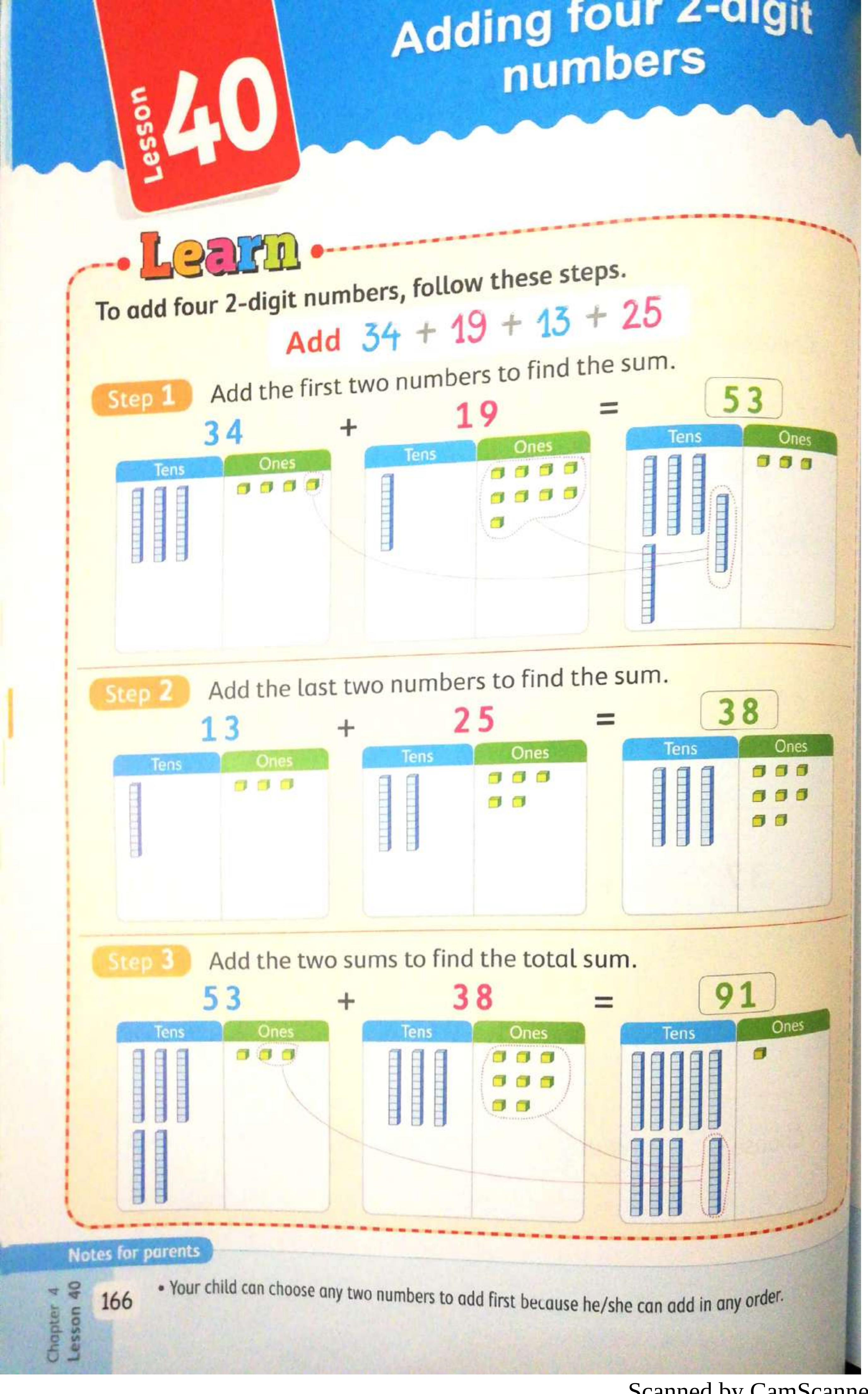
Tens	Ones

Tens	Ones

Choose : With regrouping Without regrouping

Place a smiley face

*Ask your child why he/she needs regrouping to solve 67 + 19.



Lesson 40 Adding four 2-digit numbers

Learn

To add four 2-digit numbers, follow these steps.

Add 34 + 19 + 13 + 25

Step 1 Add the first two numbers to find the sum.

34 + 19 = 53

Step 2 Add the last two numbers to find the sum.

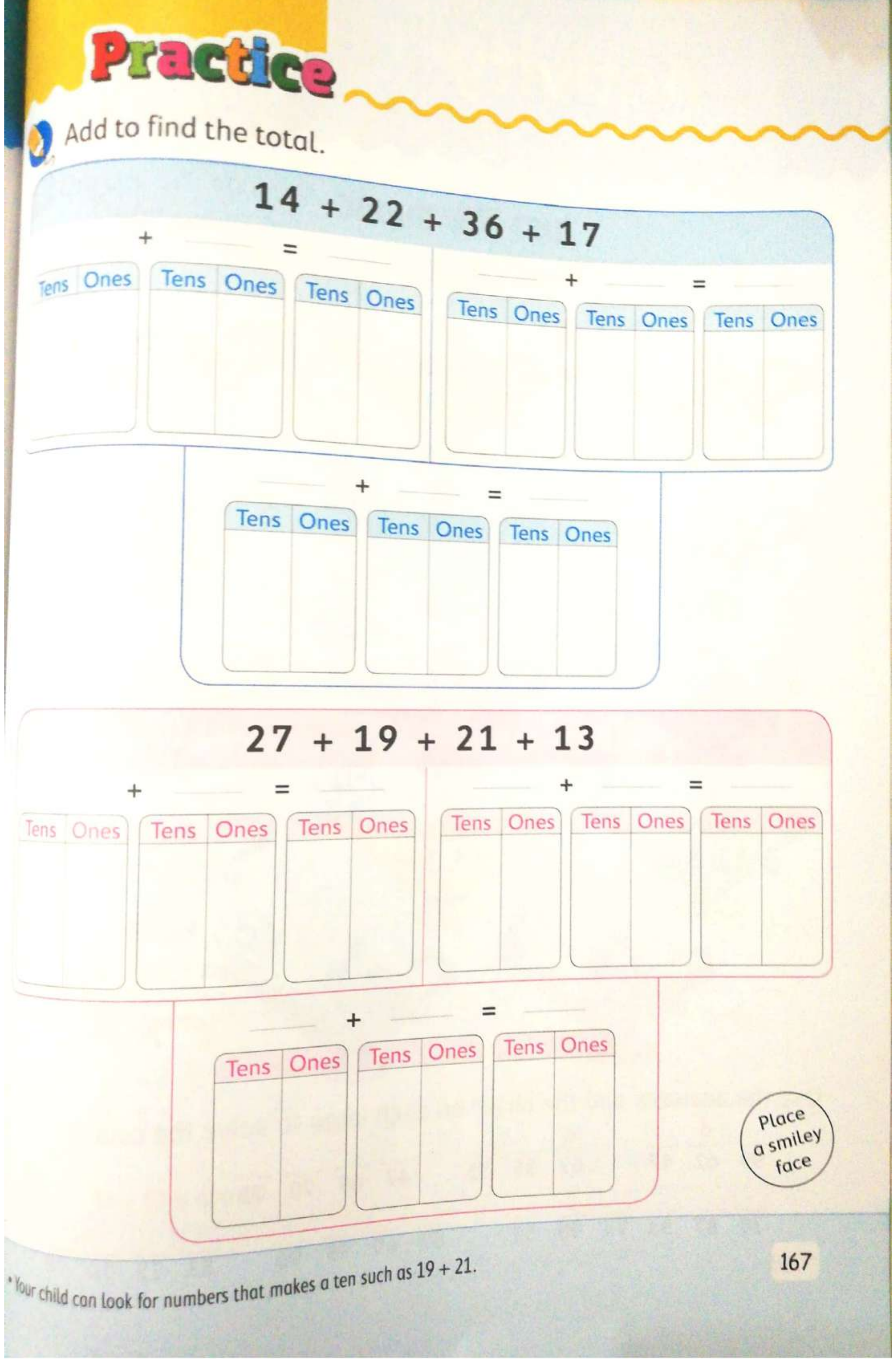
13 + 25 = 38

Step 3 Add the two sums to find the total sum.

53 + 38 = 91

Notes for parents

- Your child can choose any two numbers to add first because he/she can add in any order.



* Your child can look for numbers that makes a ten such as 19 + 21.

Activity

Chapter 4

Just like magic

Add :

a: 55 + 7 = 62

i: 43 + 44

e: 50 + 40

r: 32 + 40

o: 37 + 32

w: 29 + 9

y: 25 + 22

s: 50 + 3

m: 52 + 47

t: 65 + 18

u: 23 + 47

l: 17 + 18

h: 23 + 51

c: 49 + 18

Use the answers and the letter on each lamp to solve the code :

__ a __   a __ __   __ __ __ __

99 62 47   62 35 35   47 69 70 72

38 87 53 74 90 53   67 69 99 90   83 72 70 90

Use the 120 chart to.

- Estimate the sum.

Think:

$$\begin{array}{r} 43 \\ +\ 29 \\ \hline \end{array}$$

43 + 29 is about

Think:

$$\begin{array}{r} 16 \\ +\ 41 \\ \hline \end{array}$$

16 + 41 is about

- Estimate the difference.

Think:

$$\begin{array}{r} 67 \\ -\ 43 \\ \hline \end{array}$$

67 – 43 is about

Think:

$$\begin{array}{r} 84 \\ -\ 36 \\ \hline \end{array}$$

84 – 36 is about

Use the place value to.

- Estimate the sum.

Think:

$$\begin{array}{r} 22 \\ +\ 61 \\ \hline \end{array}$$

22 + 61 is about

Think:

$$\begin{array}{r} 43 \\ +\ 52 \\ \hline \end{array}$$

43 + 52 is about

- Estimate the difference.

Think:

$$\begin{array}{r} 94 \\ -\ 52 \\ \hline \end{array}$$

94 – 52 is about

Think:

$$\begin{array}{r} 37 \\ -\ 24 \\ \hline \end{array}$$

37 – 24 is about

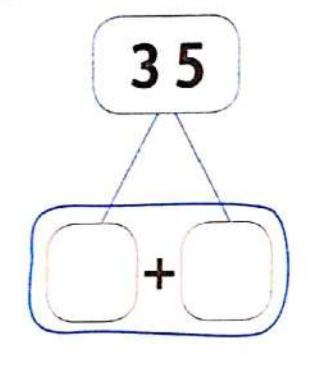
this extra practice your child will review on all what he/she had learned in chapter 4.

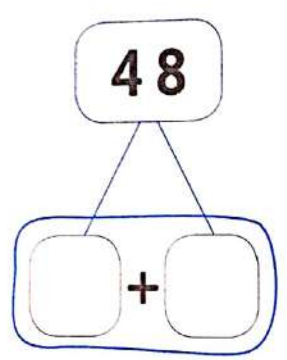
3 Find the sum.

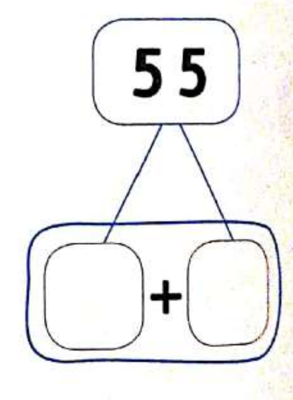
$$\begin{array}{r} 15 \\ +\ \ 4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +\ 15 \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ +\ \ 5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +\ 23 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +\ 20 \\ \hline \end{array} \quad \begin{array}{r} 20 \\ +\ 10 \\ \hline \end{array}$$

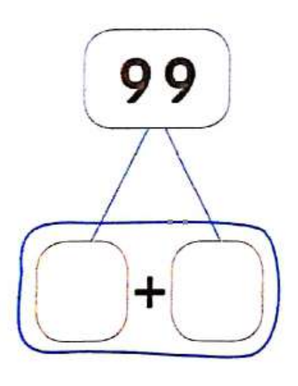
$$\begin{array}{r} 12 \\ +\ 66 \\ \hline \end{array} \quad \begin{array}{r} 66 \\ +\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 65 \\ +\ \ 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +\ 65 \\ \hline \end{array} \qquad \begin{array}{r} 31 \\ +\ \ 9 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +\ 31 \\ \hline \end{array}$$

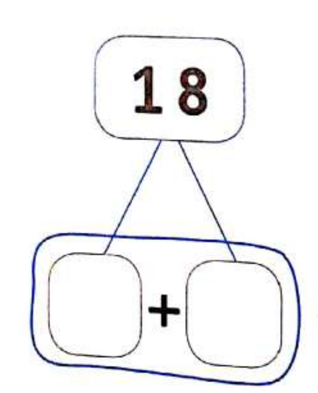
4 Decompose the numbers to tens and ones.

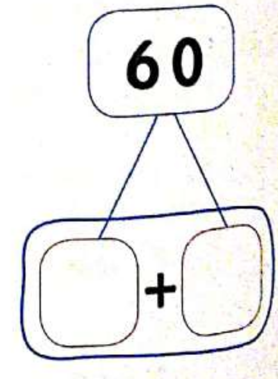






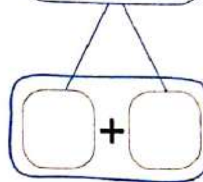


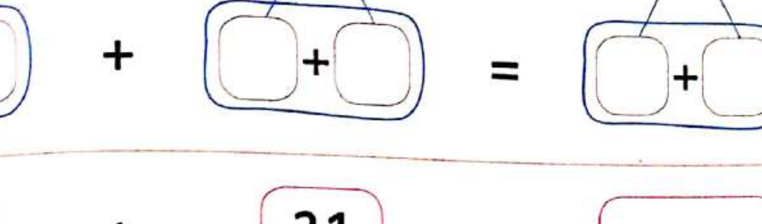




5 Decompose each addend to add.

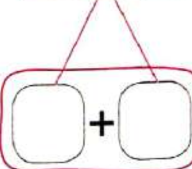
42 + 35 =





(+) + (+) = (+)

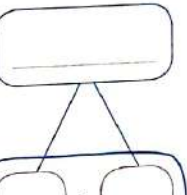
67 + 21 =



(+) + (+) = (+)

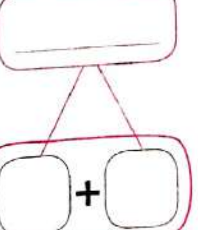
6 Decompose each number to subtract.

54 − 32 =

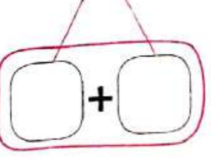


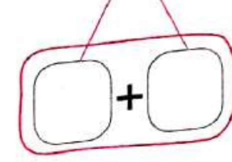
(+) − (+) = (+)

96 − 84 =



(+) − (+) = (+)





7 Count on to add.

52 + 8 = ______

9 + 16 = ______

75 + 7 = ______

8 Count back to subtract.

38 − 6 = ______

55 − 5 = ______

21 − 7 = ______

9 Draw ▯ for a ten and ▫ for a one. Regroup to find the sum.

24 + 58 = ______

Tens	Ones

Tens	Ones

Tens	Ones

15 + 35 = ______

Tens	Ones

Tens	Ones

Tens	Ones

10 Add to find the total.

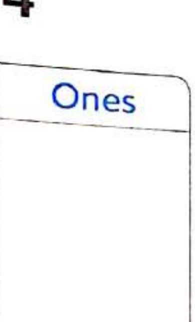
13 + 16 + 37 + 25

34 + 18 + 36 + 9

9 Draw ▯ for a ten and ▫ for a one. Regroup to find the sum.

24 + 58 = ______

Tens	Ones



Tens	Ones

Tens	Ones

15 + 35 = ______

Tens	Ones

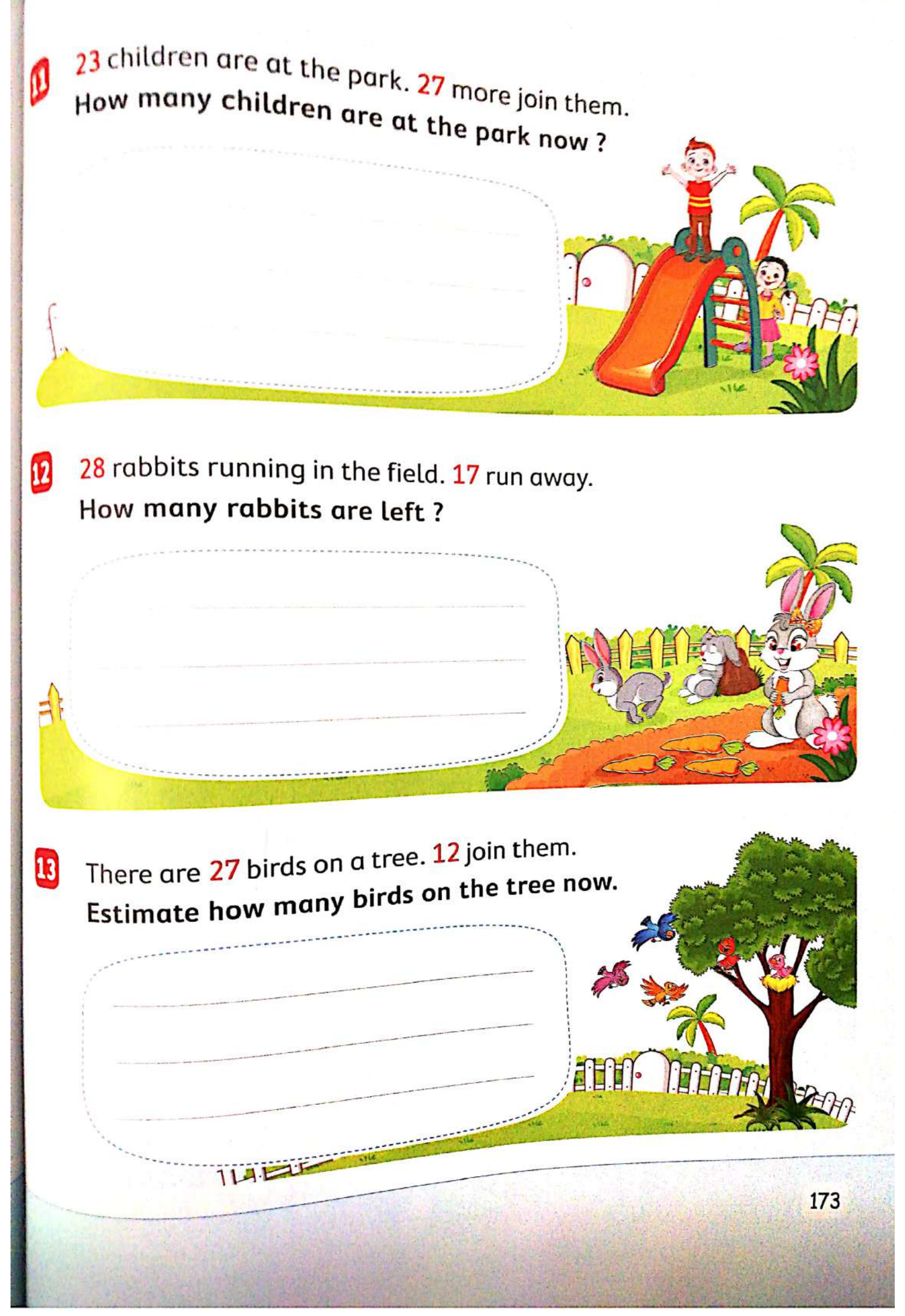
Tens	Ones

Tens	Ones

10 Add to find the total.

13 + 16 + 37 + 25

34 + 18 + 36 + 9



11 23 children are at the park. 27 more join them.
How many children are at the park now ?

12 28 rabbits running in the field. 17 run away.
How many rabbits are left ?

13 There are 27 birds on a tree. 12 join them.
Estimate how many birds on the tree now.

Assessment

Chapter 4

1 Choose the correct answer.

51 + 23 is about

◯ 50 ◯ 60
◯ 70 ◯ 80

62 − 44 is about

◯ 20 ◯ 40
◯ 80 ◯ 90

12 + 32 is about

◯ 30 ◯ 40
◯ 50 ◯ 60

2 Add.

$$\begin{array}{r} 24 \\ +\ 35 \\ \hline \end{array} \qquad \begin{array}{r} 52 \\ +\ 29 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +\ \ 4 \\ \hline \end{array} \qquad \begin{array}{r} 64 \\ +\ 12 \\ \hline \end{array}$$

3 Subtract.

$$\begin{array}{r} 39 \\ -\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 57 \\ -\ 25 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ -\ 65 \\ \hline \end{array} \qquad \begin{array}{r} 29 \\ -\ \ 7 \\ \hline \end{array}$$

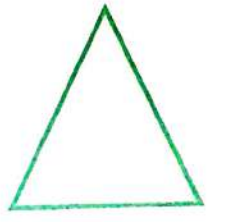
4 Bassem has **26** coins. He gave his brother **13** coins.

How many coins are left with him ?

Chapter
5
150
140
130
120
110
90
80
70
60
50
40
30
20
10
0

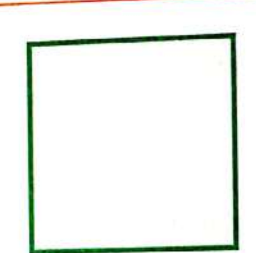
Two-dimensional shapes (2D shapes)

Learn



Triangle

The triangle has :
- 3 sides
- 3 vertices

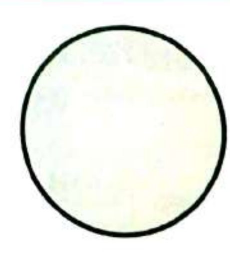


Square

The square has :
- 4 sides equal in length
- 4 vertices

Rectangle

The rectangle has :
- 4 sides
  (2 sides are short and
  2 sides are long)
- 4 vertices



Circle

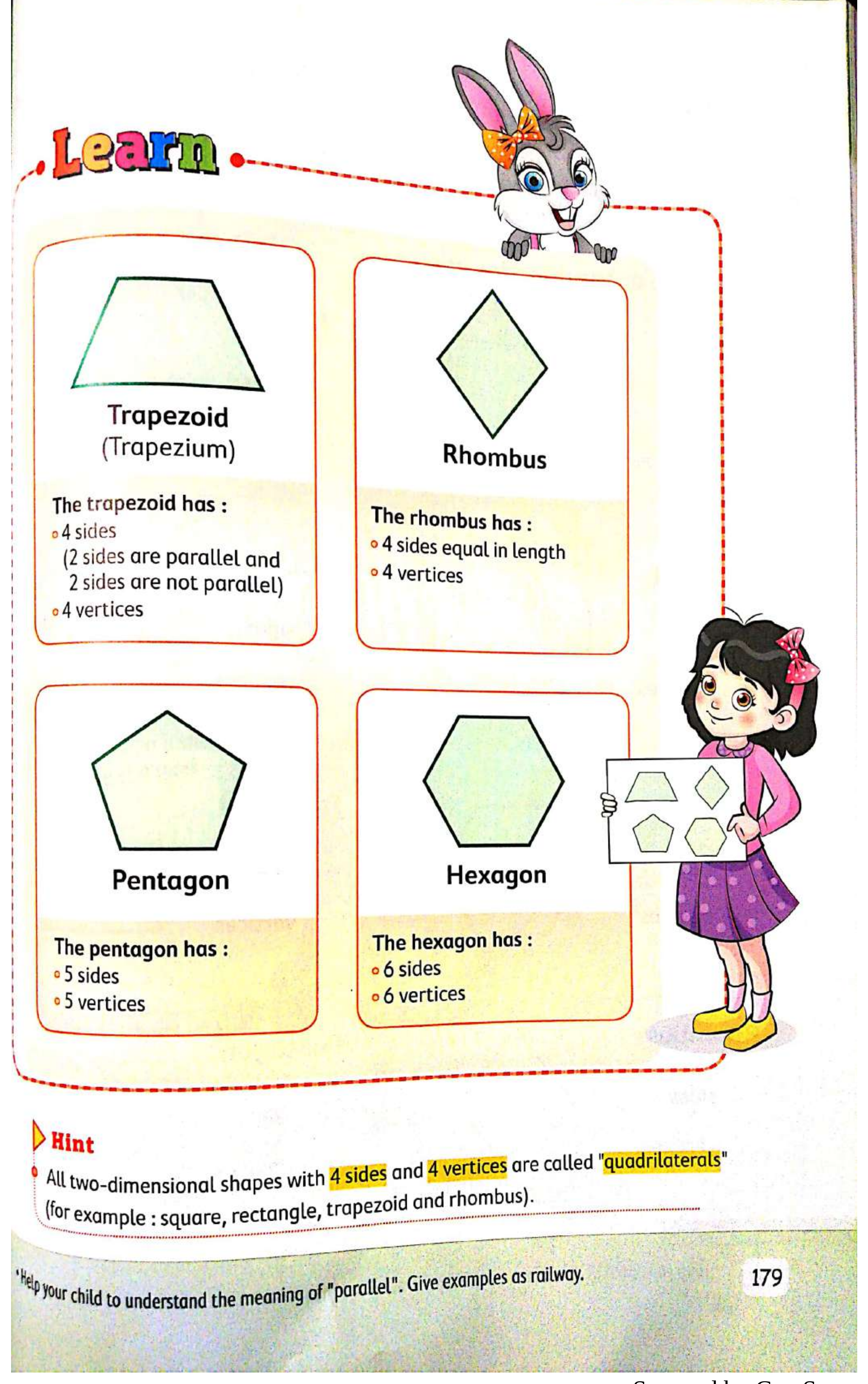
The circle has :
no sides, no vertices

Remember

- Each two sides meet at a **vertex**.
- A **two-dimensional** shape is a flat shape.

Notes for parents

- Ask your child to show you an example of each shape in your home.



Learn

Trapezoid (Trapezium)

The trapezoid has :
- 4 sides
  (2 sides are parallel and 2 sides are not parallel)
- 4 vertices

Rhombus

The rhombus has :
- 4 sides equal in length
- 4 vertices

Pentagon

The pentagon has :
- 5 sides
- 5 vertices

Hexagon

The hexagon has :
- 6 sides
- 6 vertices

Hint

All two-dimensional shapes with **4 sides** and **4 vertices** are called "**quadrilaterals**" (for example : square, rectangle, trapezoid and rhombus).

*Help your child to understand the meaning of "parallel". Give examples as railway.

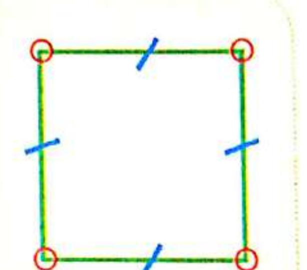
Practice

Use [blue crayon] to label each side. Use [red crayon] to label each vertex.
Write how many sides and vertices there are.
The first one is done for you.

Square

4 sides

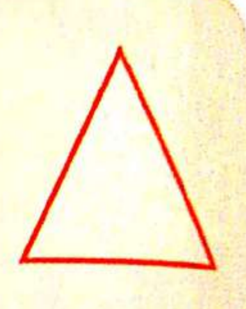
4 vertices



Triangle

____ sides

____ vertices



Rectangle

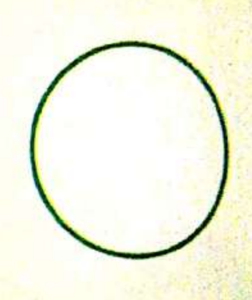
____ sides

____ vertices

Circle

____ sides

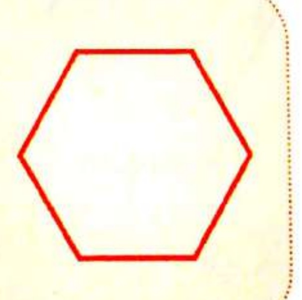
____ vertices



Hexagon

____ sides

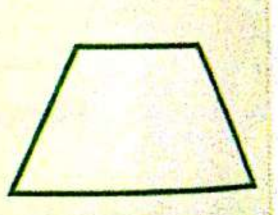
____ vertices



Trapezoid

____ sides

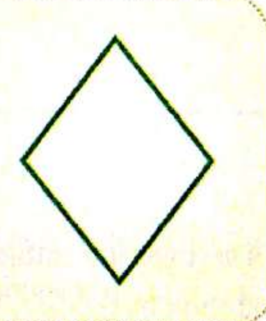
____ vertices



Rhombus

____ sides

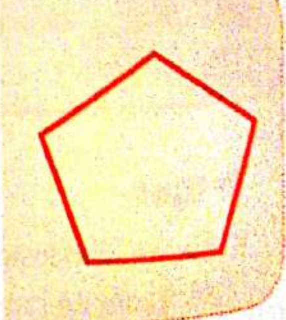
____ vertices



Pentagon

____ sides

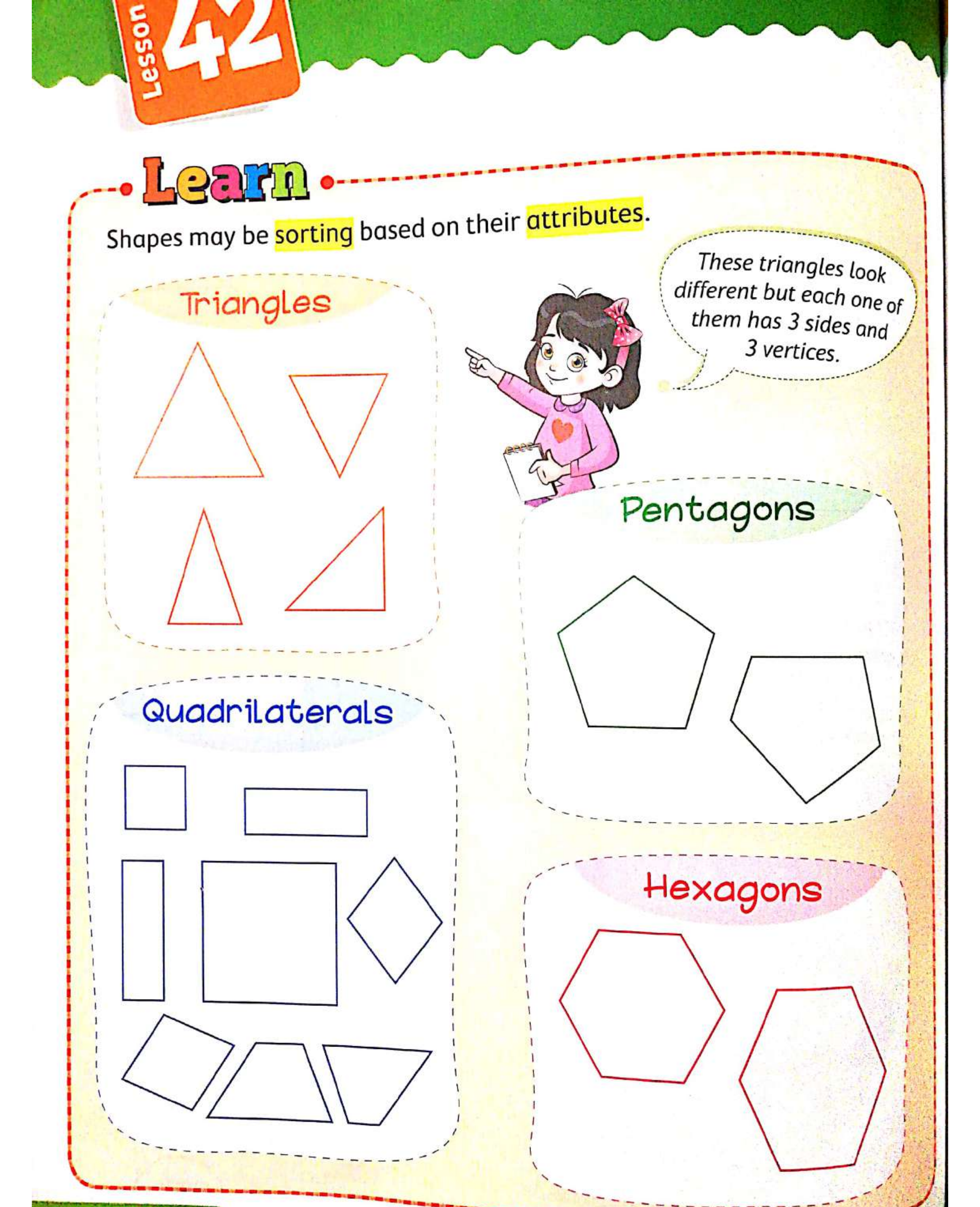
____ vertices



Notes for parents

- Help your child to determine the number of sides and the number of vertices of each shape.

Color all quadrilaterals.
"Quadrilateral"
"Quad" means "4"
"Lateral" is related to the word "side"
A quadrilateral is a shape made up of 4 sides
Place a smiley face
home and describe the shapes he/she drew.
181

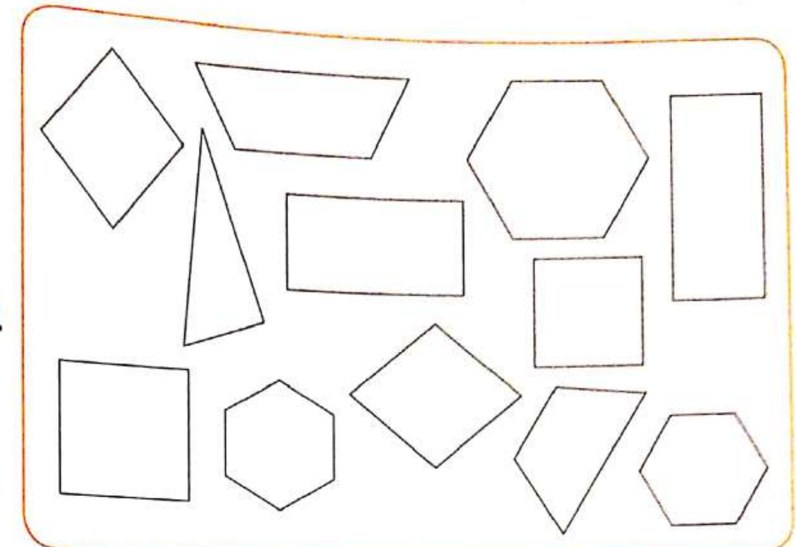


Notes for parents

- Help your child to know that changing the size and the position of any shape does not change its name.

Color.

- Color the hexagons red.
- Color the triangles green.
- Color the trapezoids blue.
- Color the rhombuses yellow.
- Color the squares pink.
- Color the rectangles brown.

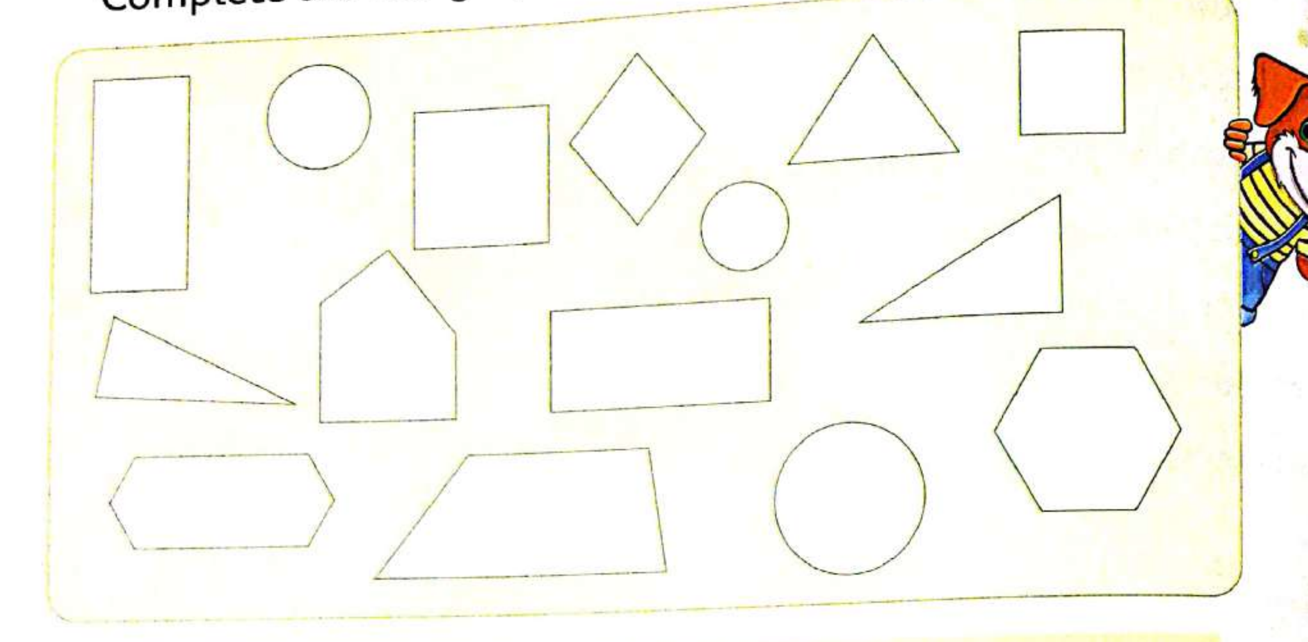


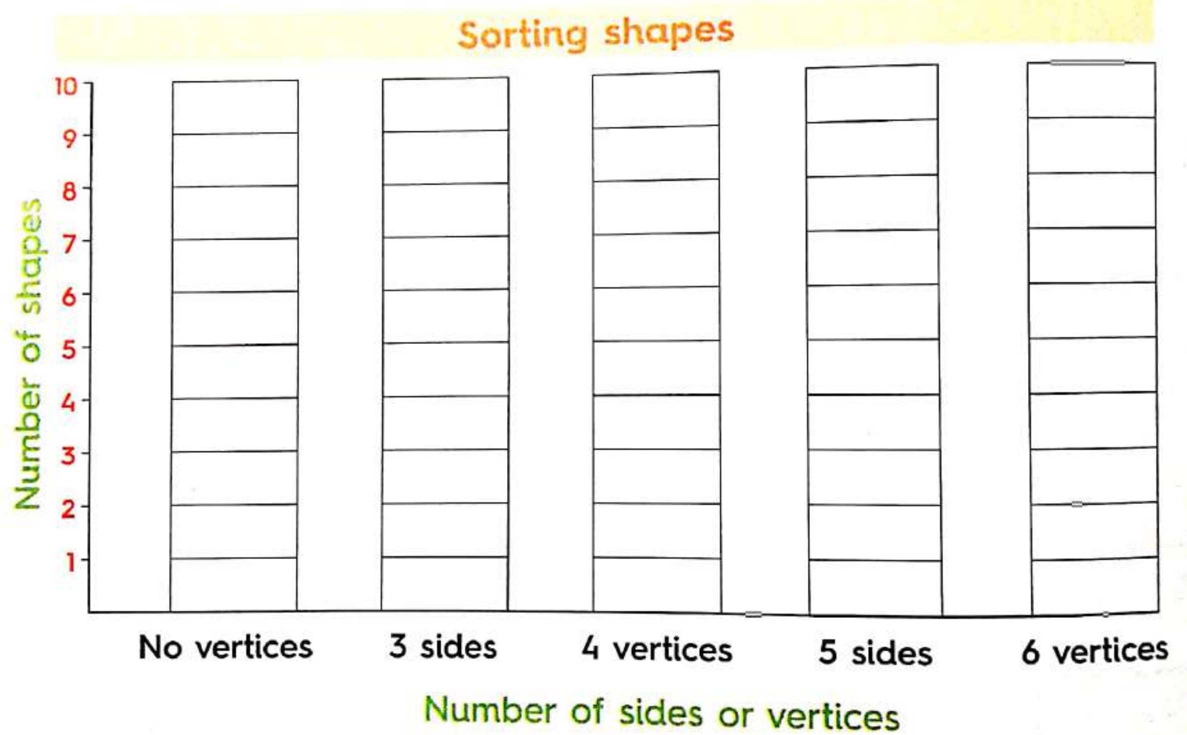
Circle the different shape.

Ask your child to sort objects at home into groups and explain how he/she sorted them.

Sort the shapes by the number of sides and vertices. Complete the bar graph. Answer the questions.

Remember: Color 1 box for each shape.





- Do more shapes have 3 sides or 5 sides ? ________
- Do more shapes have 4 vertices or no vertices ? ________
- How many squares and rectangles are there ? ________
- How many quadrilaterals are there ? ________

Notes for parents

- Take your child on a shape search around your neighborhood. Look for circles, triangles, squares and rectangles in buildings or on street signs.

- Color the shapes with 5 vertices yellow.
- Color the shapes with 4 sides and 4 vertices green.
- Color the shapes with more than 5 vertices red.
- Color the shapes with 3 or fewer sides blue.
- Crosscut shapes that have 4 equal sides.
- Circle the shapes that have no straight sides or vercices.

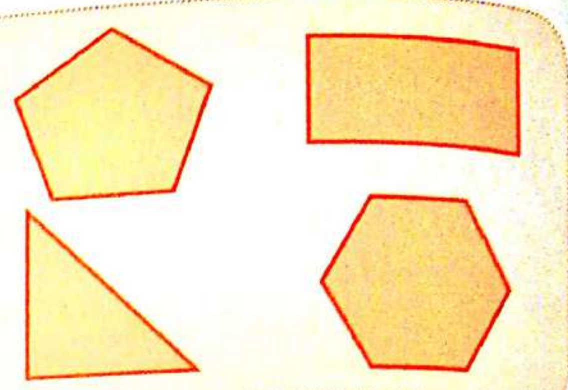
*Help your child to follow the attribute rules to sort the shapes.

Circle the shape that answers the question.

I am a two-dimensional shape.

I have 4 sides.

Which shape am I ?

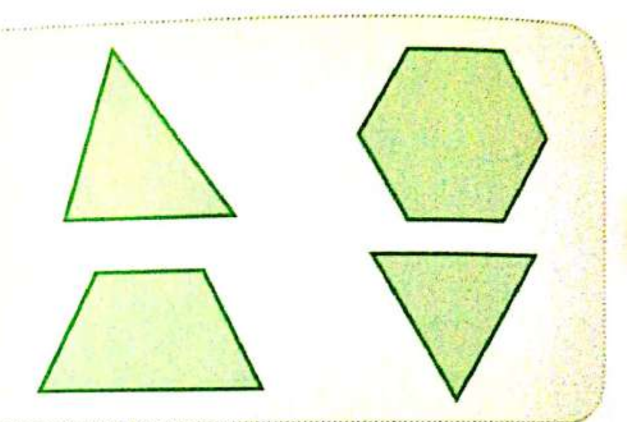


I am a two-dimensional shape.

I have more than 3 sides.

I have fewer than 6 vertices.

Which shape am I ?

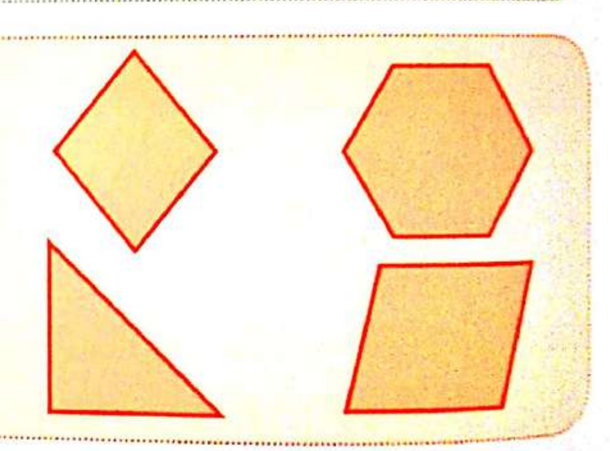


I am a two-dimensional shape.

I have fewer than 6 sides.

I have fewer than 4 vertices.

Which shape am I ?

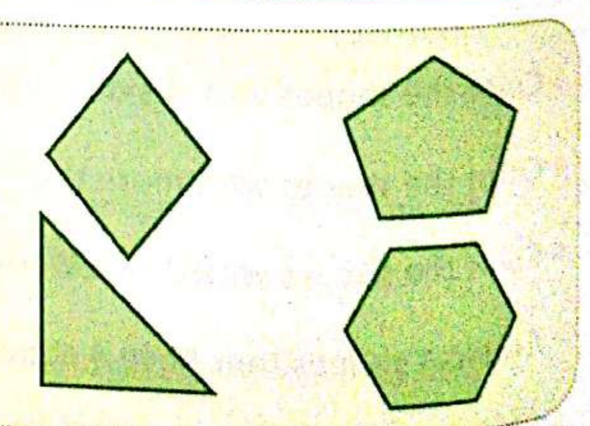


I am a two-dimensional shape.

I have fewer than 6 vertices.

I have more than 4 sides.

Which shape am I ?



Notes for parents

• Ask your child to explain how he/she choose the shape that answers the question.

Drawing two-dimensional shapes

Remember

Triangle | Square | Hexagon | Trapezoid (Trapezium) | Pentagon | Circle | Rectangle | Rhombus

Practice

Draw the shapes. Write the names. The first one is done for you.

Draw a shape with 4 sides and 4 vertices.

rectangle

Draw a different shape with 4 sides and 4 vertices.

Draw a shape with 0 vertices.

Draw a shape with 3 sides and 3 vertices.

Draw a shape with 6 sides and 6 vertices.

Draw a shape with 5 sides and 5 vertices.

• Your child will draw the shapes on the air before in the paper. Sometimes there is more than one correct answer as in numbers 1 and 2.

What shape am I ? Draw the shapes. Write the names.

I am a shape with 4 sides equal in length.

I am a shape with 4 sides (2 short sides equal in length, 2 long sides equal in length).

I am a shape with 4 sides. I am not a square or a rectangle.

I am a shape with 4 sides. I am not a square.

Challenge.

- Can you draw a two-dimensional shape with only 2 sides ?

  Yes ☐ No ☐

- Can you draw a two-dimensional shape with 10 sides ?

  Yes ☐ No ☐

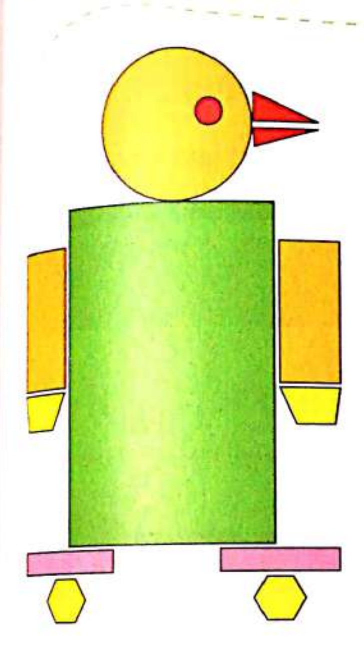
Place a smiley face

Notes for parents

- Ask your child to draw any two-dimensional shape and tell you how many sides and vertices it has.

Application on two-dimensional shapes

Use the stickers to form the bird.



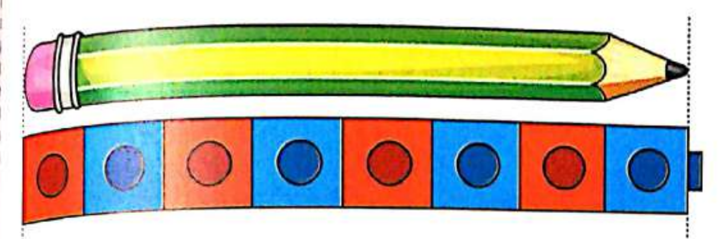
• During the performance of this activity, ask your child about the name of each shape he/she stick it, and ask hi... ...ides and vertices it has.

Measuring length (Centimeter)

Pre-study

In the primary one you use nonstandard units to measure the length as : cubes and paperclips.

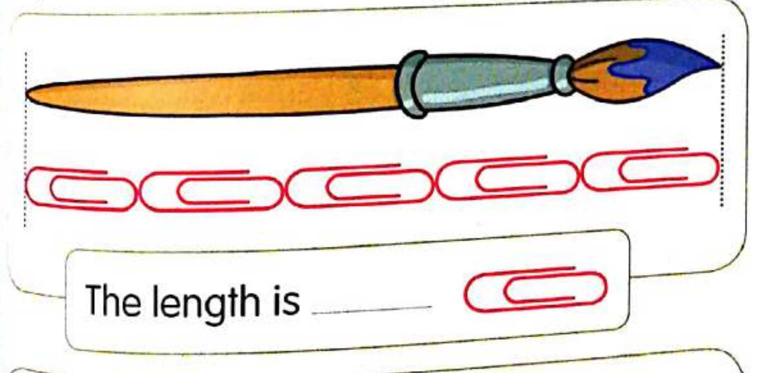
- The length of an object is how long it is.
- What is the length of the pencil ?



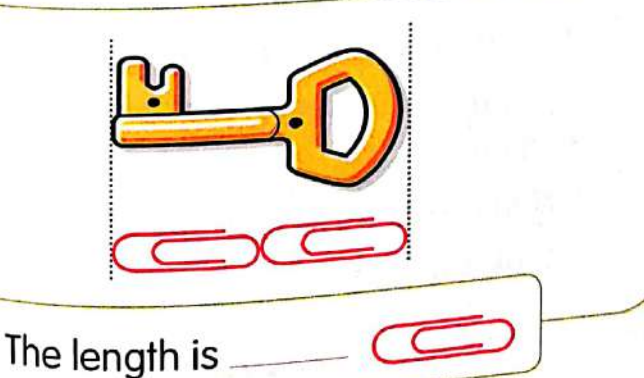
The length of the pencil is about 8 cubes.

Practice

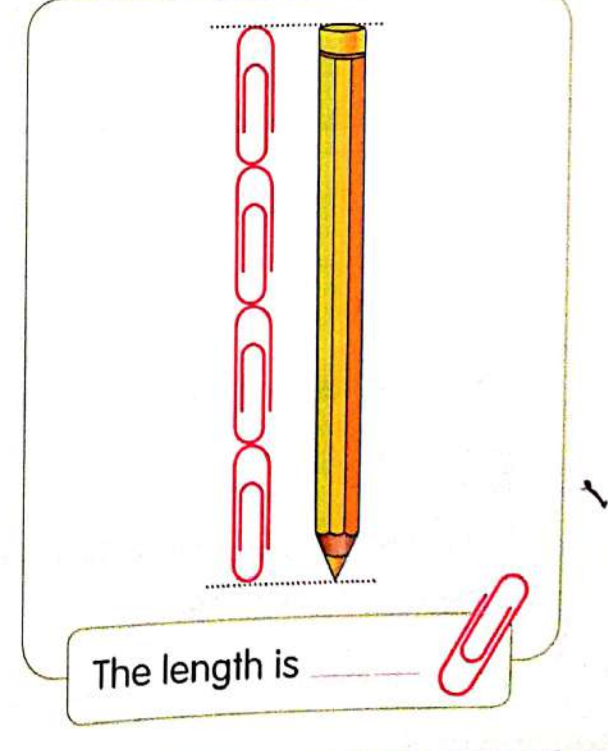
What is the length of each object ?



The length is ______



The length is ______

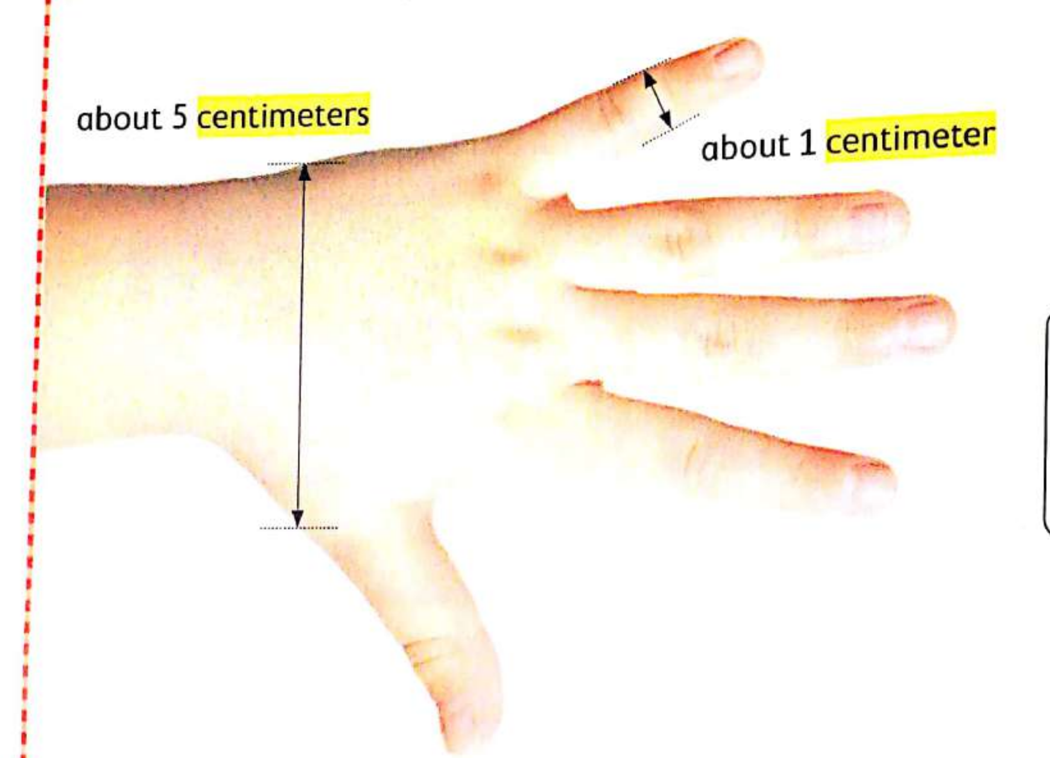


The length is ______

• Work with your child to measure the length of a book using any nonstandard units as pencils.

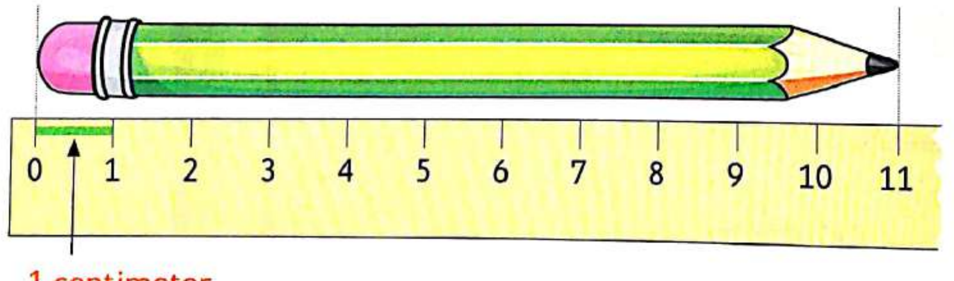
Learn

- A centimeter (cm) is a small standard unit of measuring length, used to measure the length of small objects as : pencils, books and erasers.



Your finger is about 1 centimeter across.

- **What is the length of the pencil in centimeters ?**



A ruler is a measurement tool used to measure the length of small objects.

- **How to use a ruler to measure the length of any object as a pencil ?**

Step 1

Line up one end of the pencil with the zero mark on the ruler.

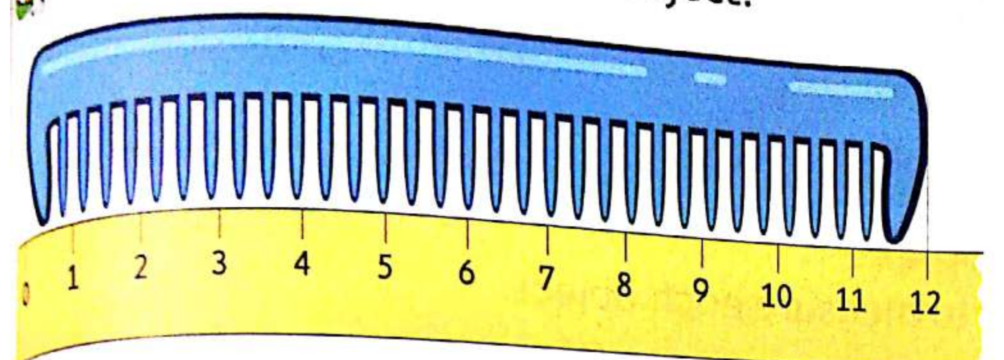
Step 2

Find the centimeter mark on the ruler that is at the other end of the pencil.

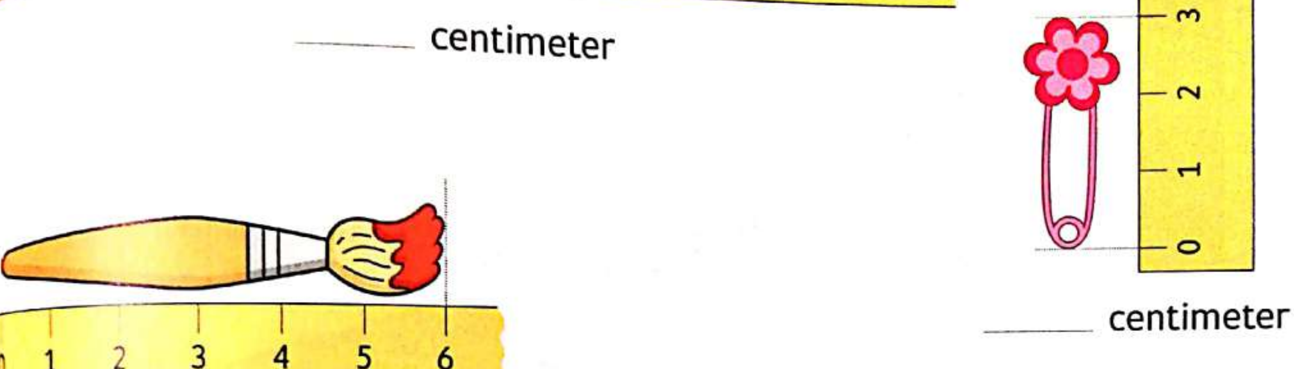
Notes for parents

- Let your child use a ruler to measure one of his/her fingers.

Measure the length of each object.

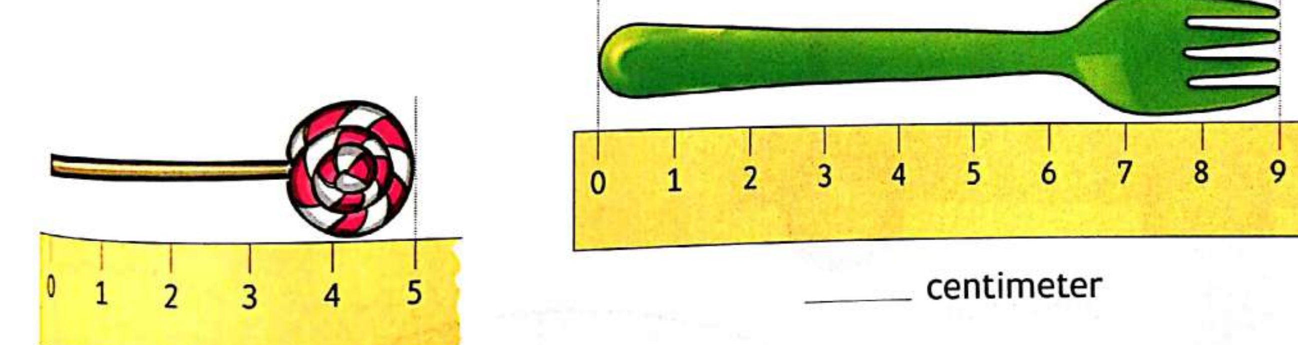


____ centimeter



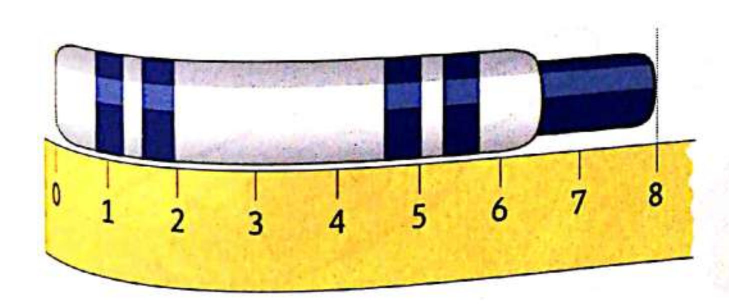
____ centimeter

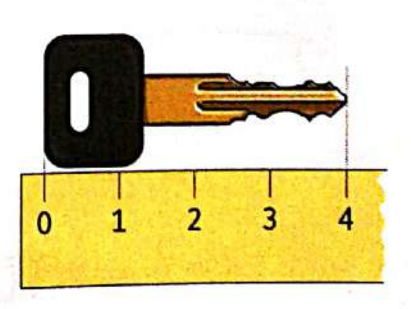
____ centimeter



____ centimeter

____ centimeter





____ centimeter

____ centimeter

*Have your child measure some objects around your home using a centimeter ruler.

Place a smiley face

Lesson 46

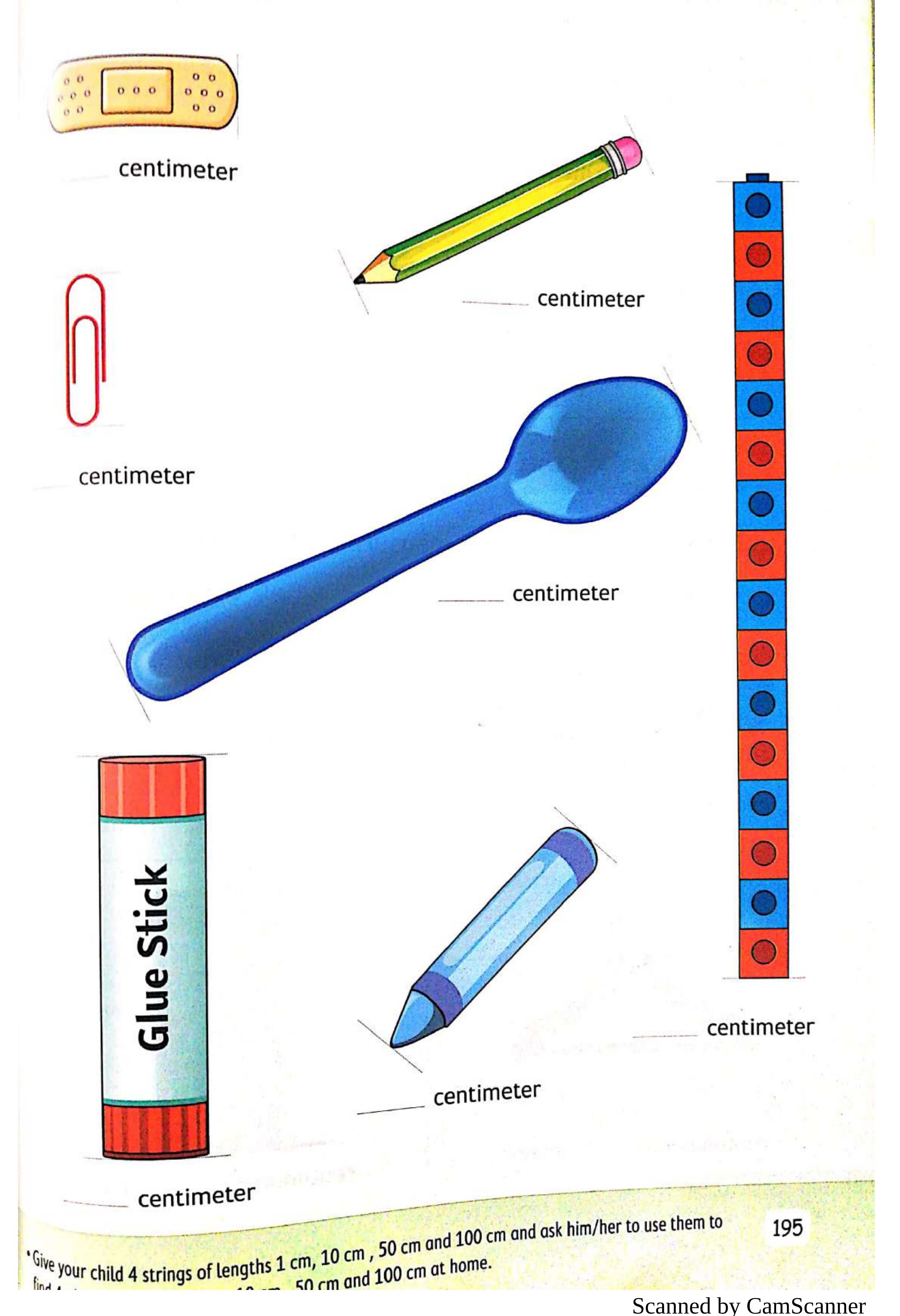
Measuring length (Centimeter and meter)

Practice

Use the ruler to measure each object.

Notes for parents

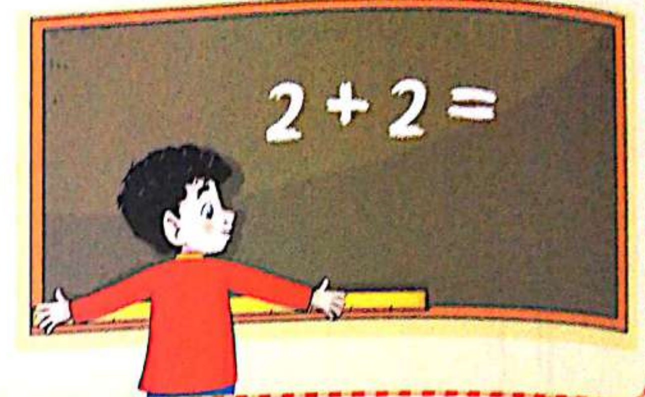
- Help your child to use centimeter ruler to measure objects at home.



• Give your child 4 strings of lengths 1 cm, 10 cm , 50 cm and 100 cm and ask him/her to use them to find ... 50 cm and 100 cm at home.

Learn

- Centimeters are used to measure short lengths. Meters are used to measure distances and longer lengths.



- A meter (m) is the same as 100 centimeters.

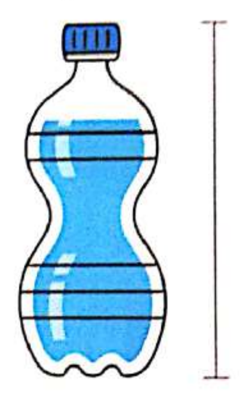
Remember :
A finger is about 1 centimeter across.

1 m = 100 cm

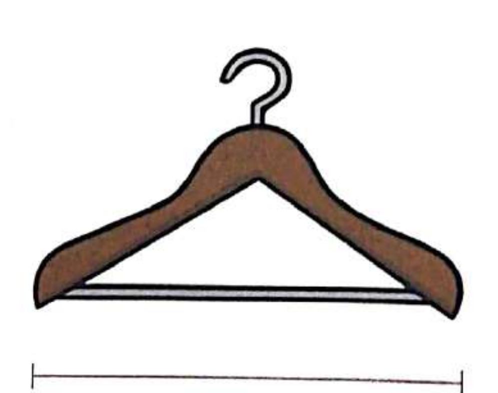
Practice

Choose the suitable unit to measure each object.

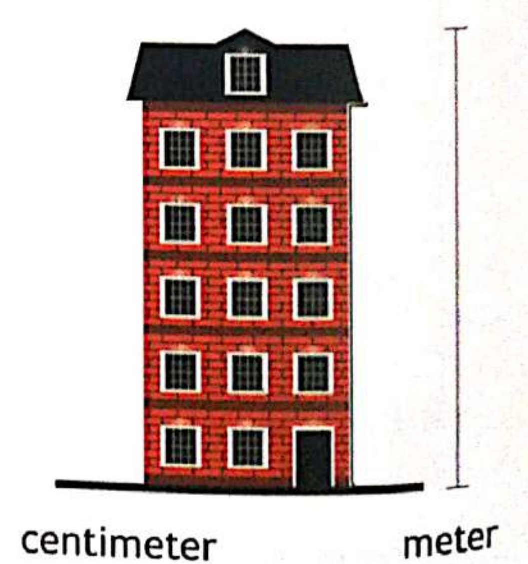
centimeter meter



centimeter meter



centimeter meter



centimeter meter

Notes for parents

- Ask your child to find something at home is about 1 meter in length, width or height.

stimate in centimeters. Choose the suitable estimation.

Find the object	Estimate the length	
Pencil	◯ 2 cm ◯ 30 cm	◯ 12 cm ◯ 50 cm
Eraser	◯ 30 cm ◯ 10 cm	◯ 20 cm ◯ 4 cm
Shoe	◯ 8 cm ◯ 18 cm	◯ 80 cm ◯ 38 cm
Notebook	◯ 2 cm ◯ 50 cm	◯ 25 cm ◯ 100 cm
Mobile	◯ 5 cm ◯ 50 cm	◯ 15 cm ◯ 80 cm

Place a smiley face

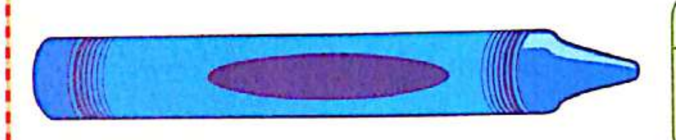
• Ask your child to use the width of his/her finger to estimate the length of a notebook in centimeters.

Lesson 47

Measuring to centimeter

An estimation is what I think it will measure. I can measure with a centimeter.

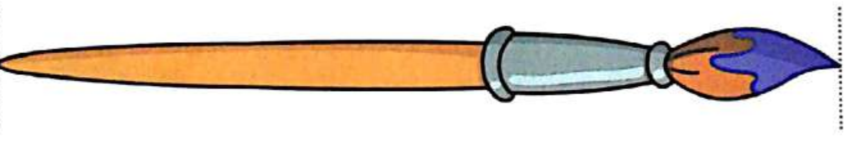
How long is the crayon ?



Estimate	Measure
about 7 cm	8 cm

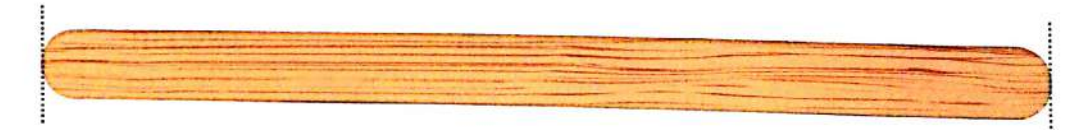
Practice

Estimate the length of each object. Then use a ruler to measure.



Estimate	Measure
____	____

Estimate	Measure
____	____



Estimate	Measure
____	____

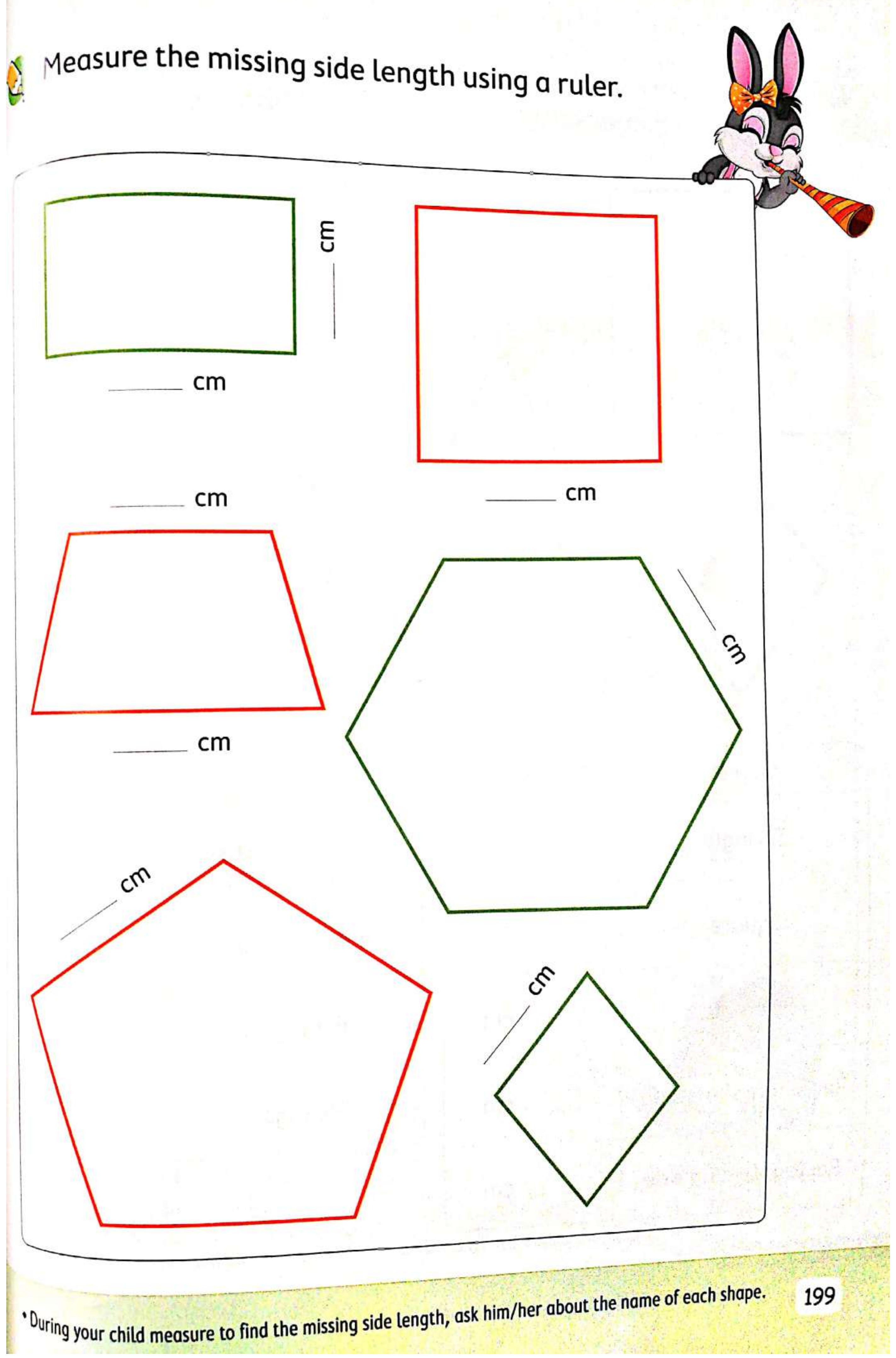
Estimate	Measure
____	____

Estimate	Measure
____	____

Notes for parents

- Have your child estimate the length of a favorite toy in centimeters.
- Ask him/her to measure the length of the toy, then compare the actual length to his/her estimation.

Measure the missing side length using a ruler.



* During your child measure to find the missing side length, ask him/her about the name of each shape.

Measure one side of each shape.
Record each measurement in the table below.

Object	Measurement
Triangle	______ cm
Square	______ cm
Rhombus	______ cm
Rectangle short side	______ cm
Rectangle long side	______ cm

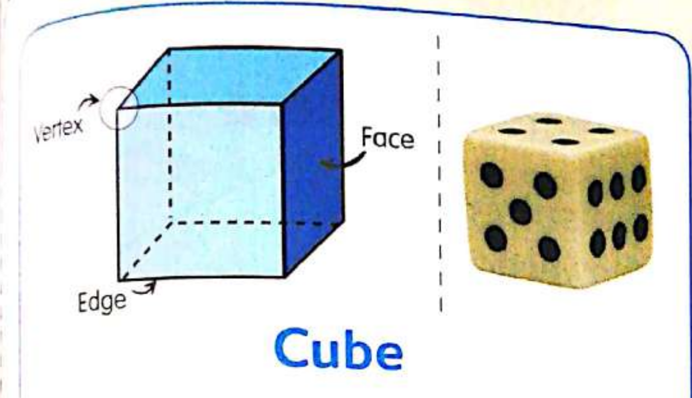
Object	Measurement
Trapezoid short side	______ cm
Trapezoid long side	______ cm
Pentagon	______ cm
Hexagon	______ cm

Place a smiley face

Notes for parents

• Ask your child how he/she measures each side.

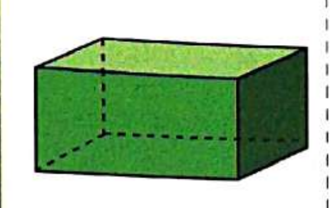
Learn



Cube

The cube has :

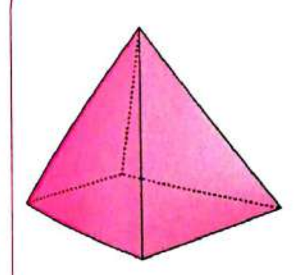
- 8 vertices.
- 12 edges.
- 6 flat faces.
  - *Each face is a square.*
  - *All faces have the same size.*



Rectangular prism (Cuboid)

The rectangular prism has :

- 8 vertices.
- 12 edges.
- 6 flat faces.
  - *Each face is a rectangle or a square.*
  - *Each two opposite faces have the same size.*



Square-based pyramid

The square-based pyramid has :

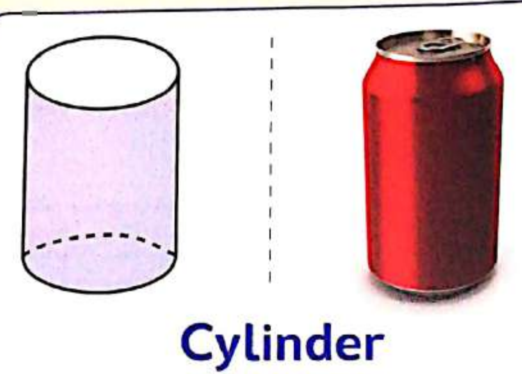
- 5 vertices.
- 8 edges.
- 5 faces.

(1 square flat face (base) and 4 triangular flat faces)

- *An **edge** is where two **faces** meet.*
- *The **vertices** are the corners where edges meet.*

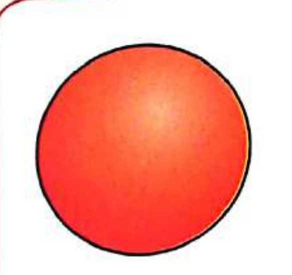
• Ask your child to find two objects in your home and tell you how many faces, vertices and edges for each object.

Learn



Cylinder

The cylinder has :
- No vertices.
- No edges.
- 2 circular flat faces (bases).
- 1 curved face.

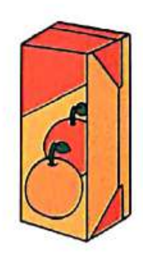


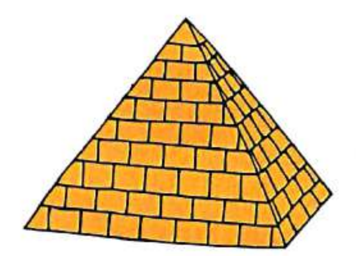
Sphere

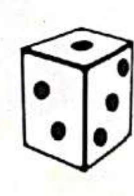
The sphere has :
- No vertices.
- No edges.
- No flat faces.
- 1 curved face.

Practice

Join each solid with its name.



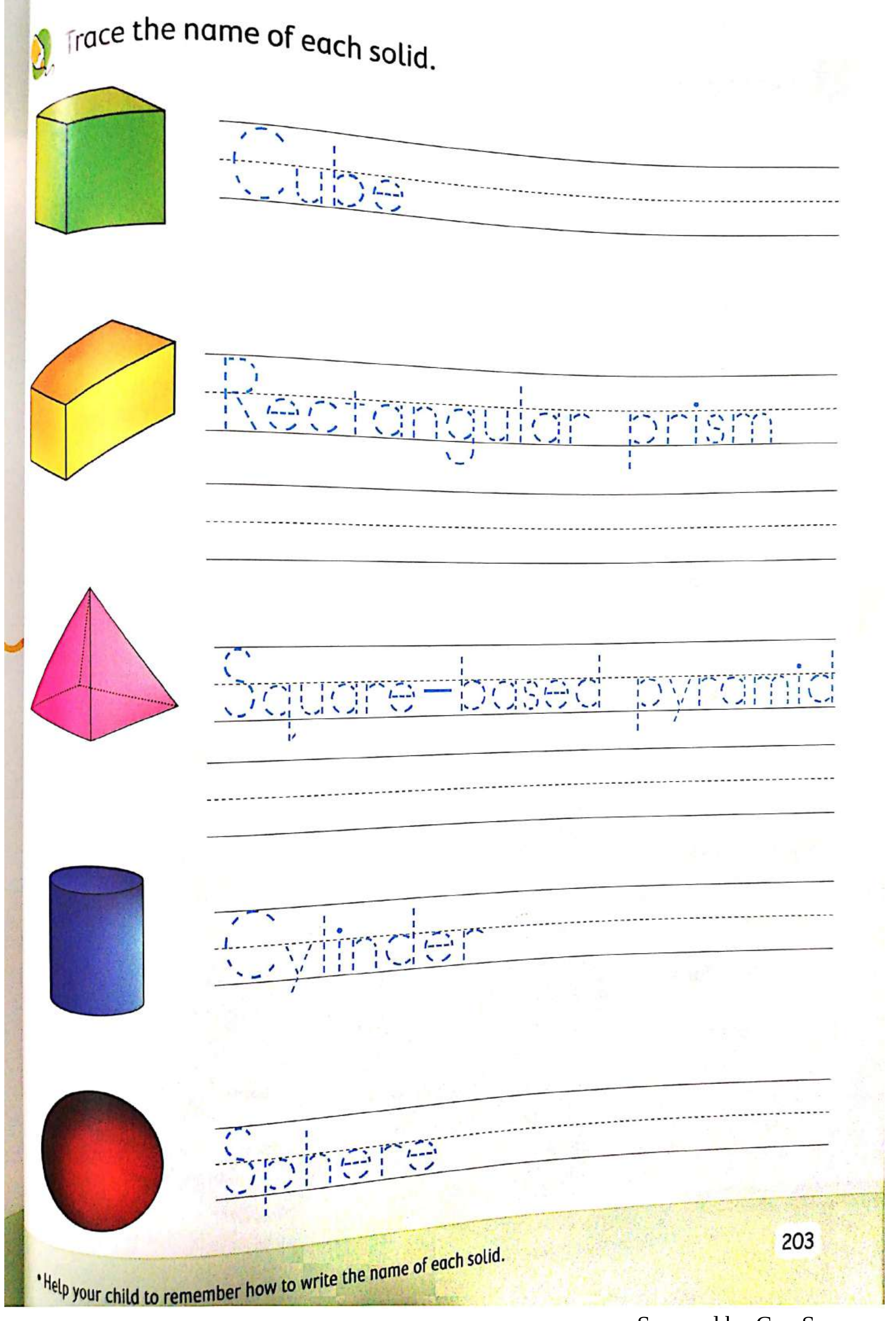




Pyramid | Sphere | Cube | Cylinder | Rectangular prism

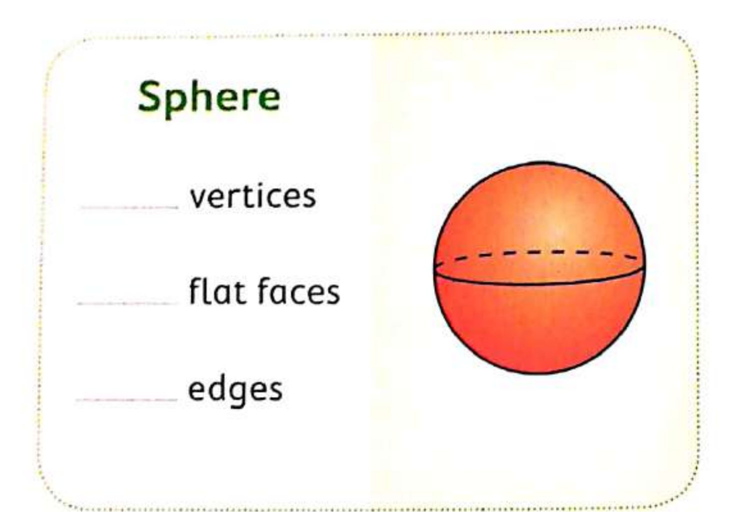
Notes for parents

- Ask your child to find a ball and a can, and then tell how they are alike and how they are different.



Scanned by CamScanner

Write how many faces, edges and vertices there are.

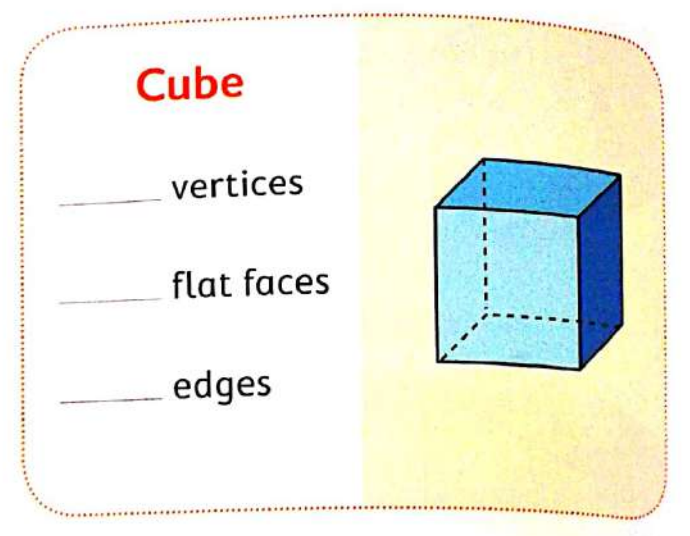


Sphere

_____ vertices

_____ flat faces

_____ edges

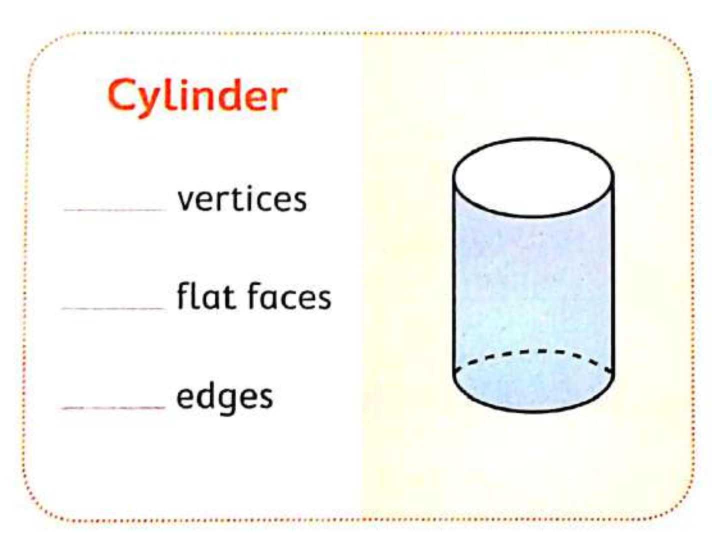


Cube

_____ vertices

_____ flat faces

_____ edges

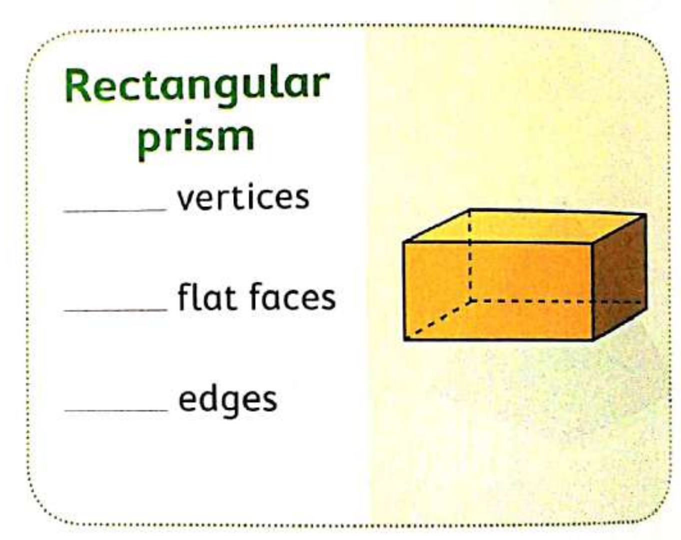


Cylinder

_____ vertices

_____ flat faces

_____ edges

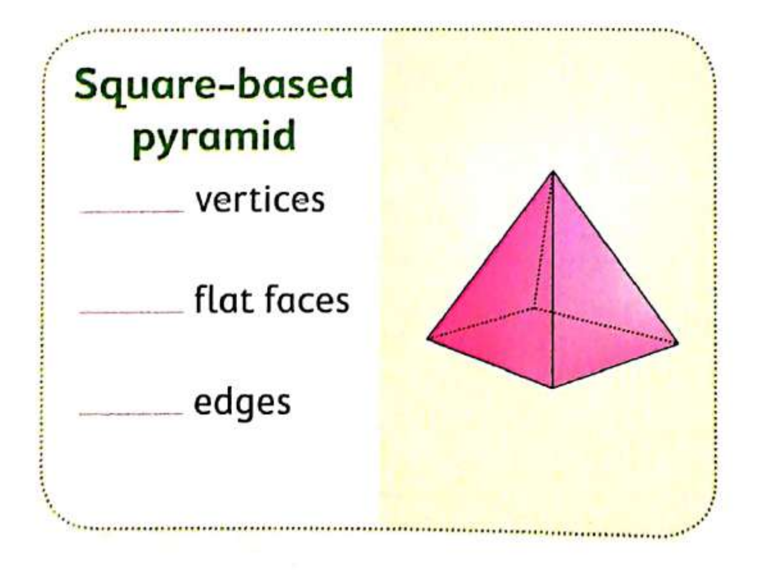


Rectangular prism

_____ vertices

_____ flat faces

_____ edges



Square-based pyramid

_____ vertices

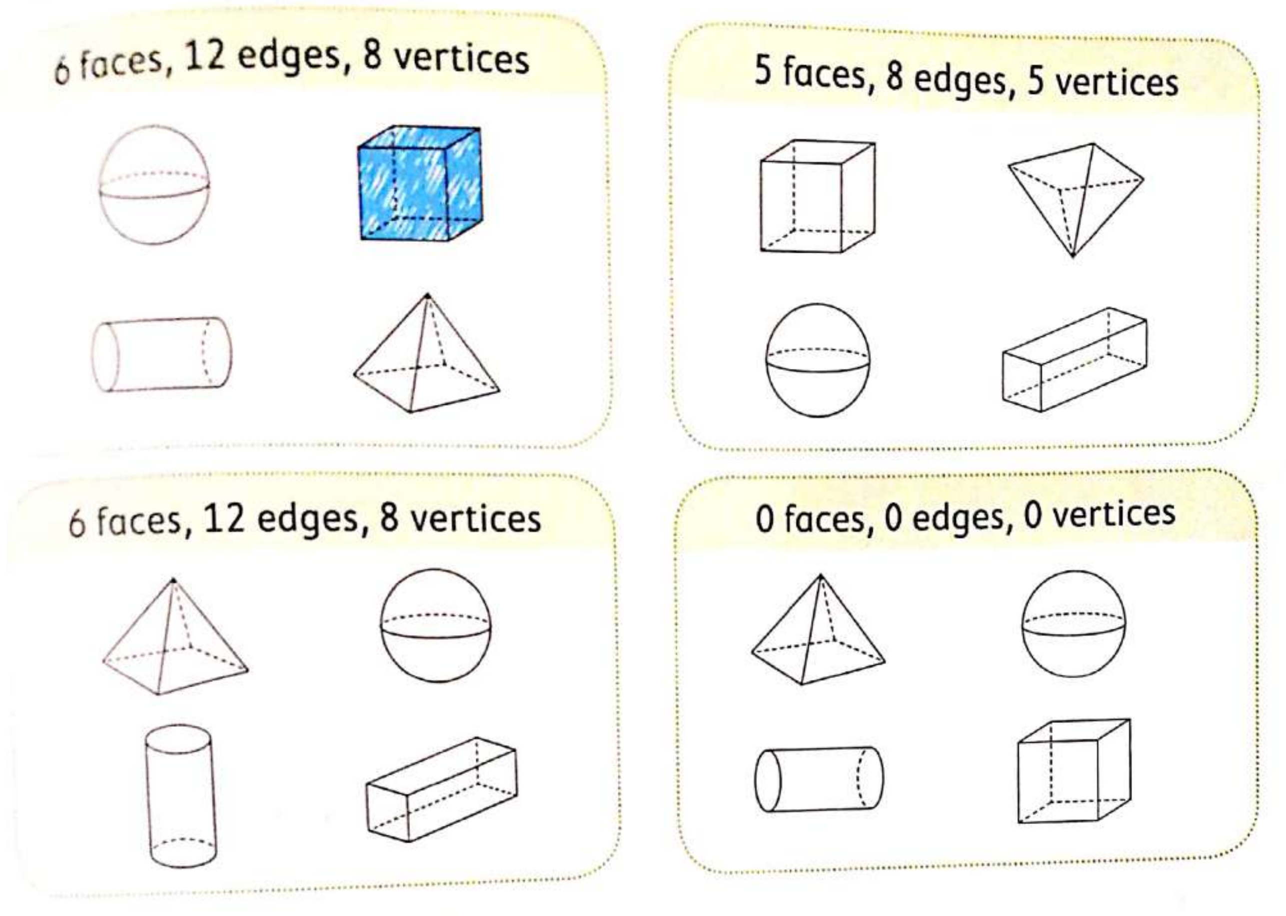
_____ flat faces

_____ edges

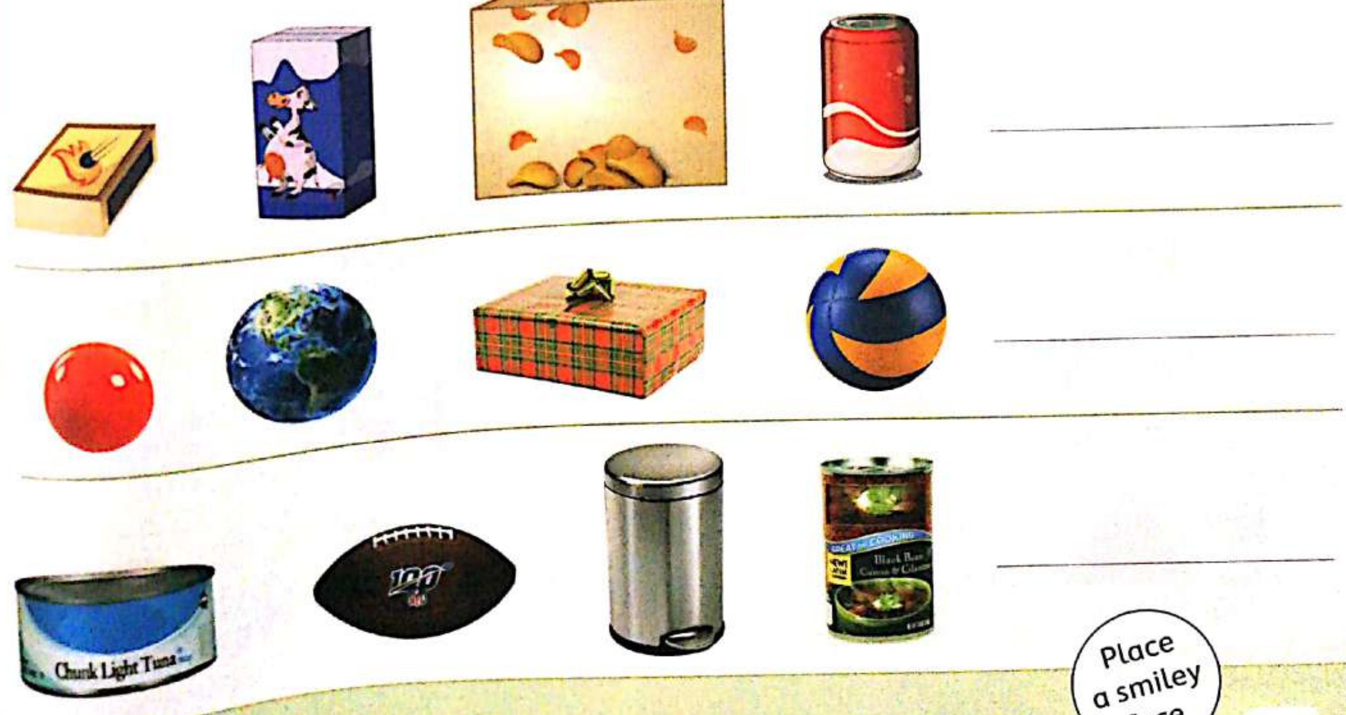
Notes for parents

- Ask your child to count the faces, edges, and vertices of each solid in this page.

Color the solid figure that matches the number of faces, edges, and vertices. The first one is done for you.



Circle the objects that have the same shape. Crossout the object that does not belong. Name the solid figures you circled.



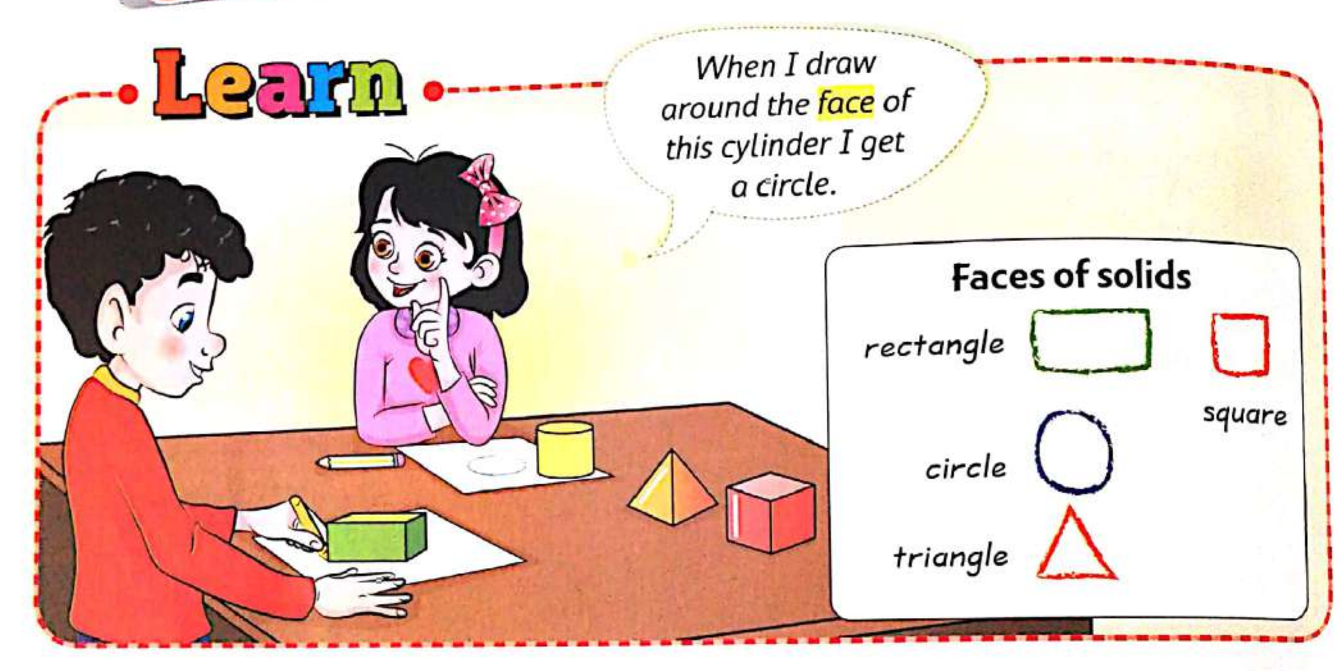
Place a smiley face

- Bring to your child cans, dice, basketball, model to Giza Pyramids, variety of boxes and ask him/her to sort them based on their shapes.

Lesson 49

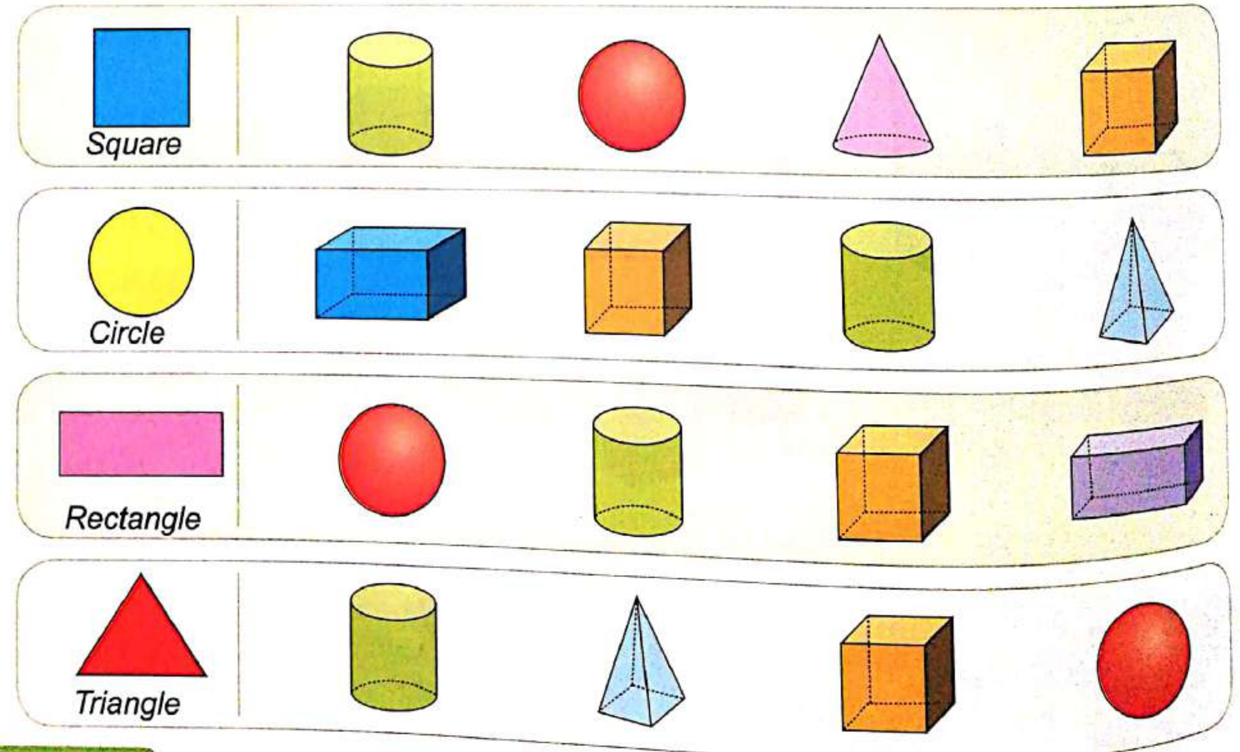
Sorting 3D shapes

Learn



Practice

Circle the solid in which you can see the given shape.

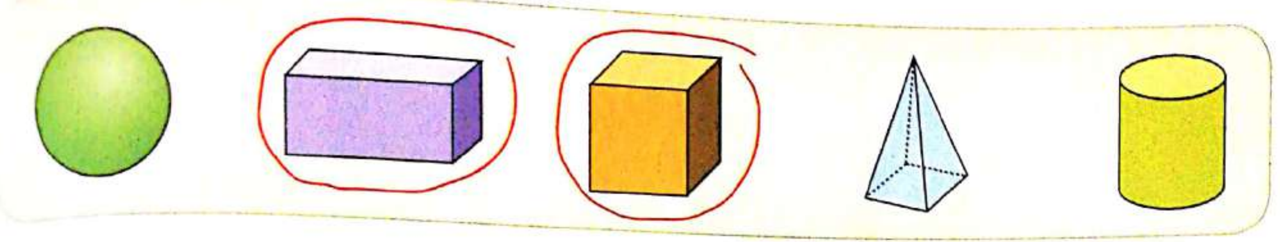


Notes for parents

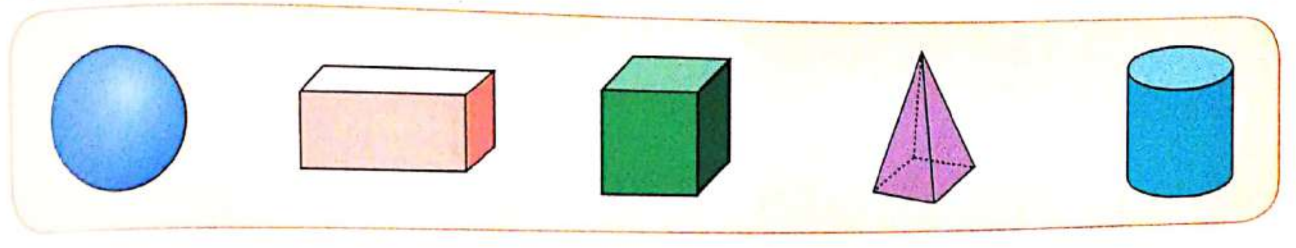
• Help your child to color one face of a solid and make it as a print stamp on a paper sheet.

ircle the solid figures that match the given data. he first one done for you.

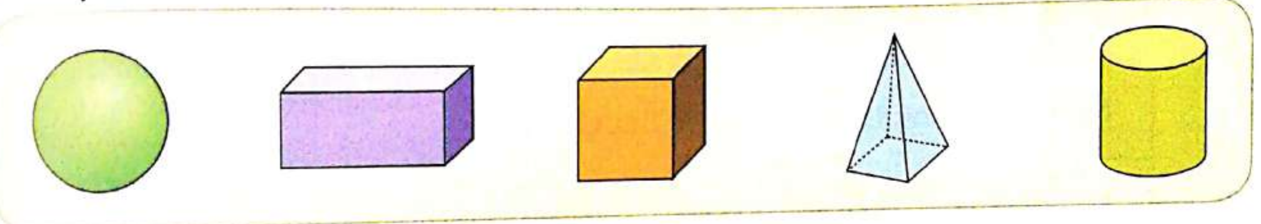
- Shapes with 6 or more edges.



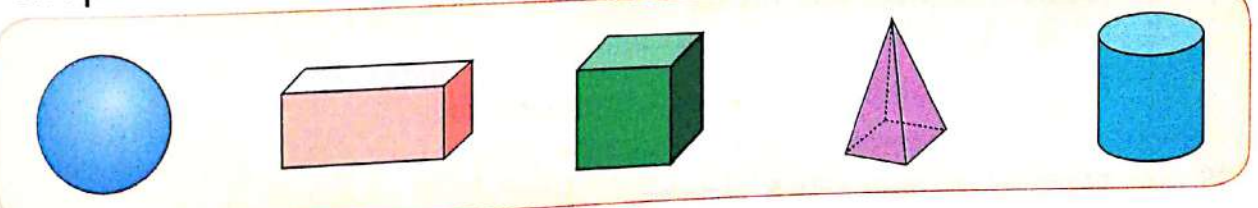
- Shapes with 5 vertices.



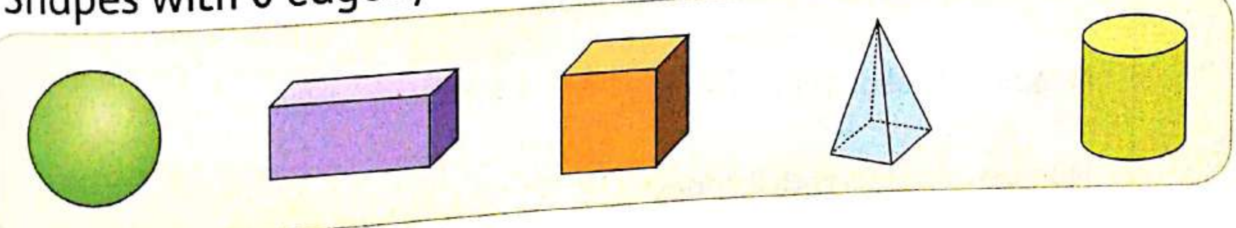
- Shapes with at least 1 circle face.



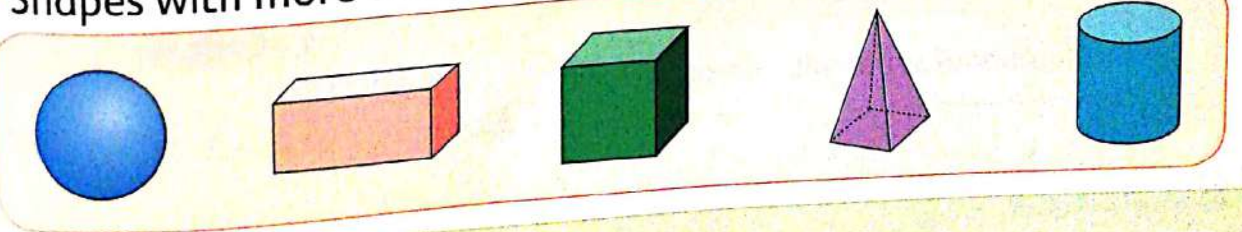
- Shapes with more than 2 faces but fewer than 6.



- Shapes with 0 edges , 0 faces and 0 vertices.

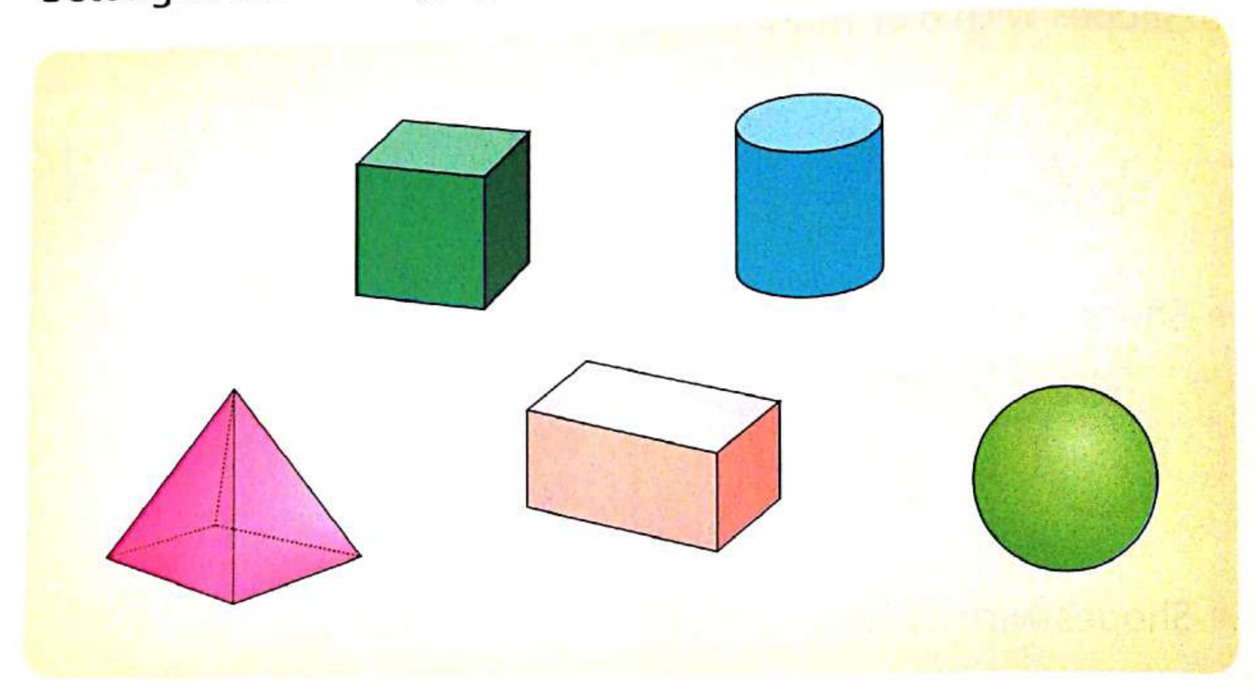


- Shapes with more than 5 vertices.



• Hel... ...ifference between attributes of each solid.

Complete the table below by writing the number of solids that belong in each category.

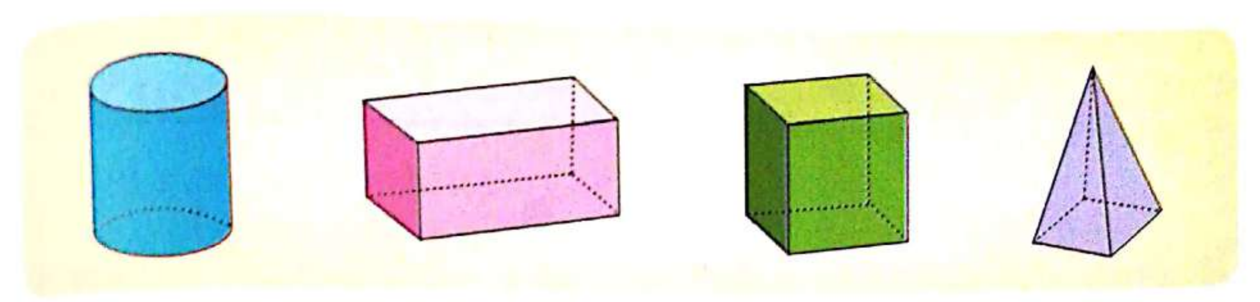


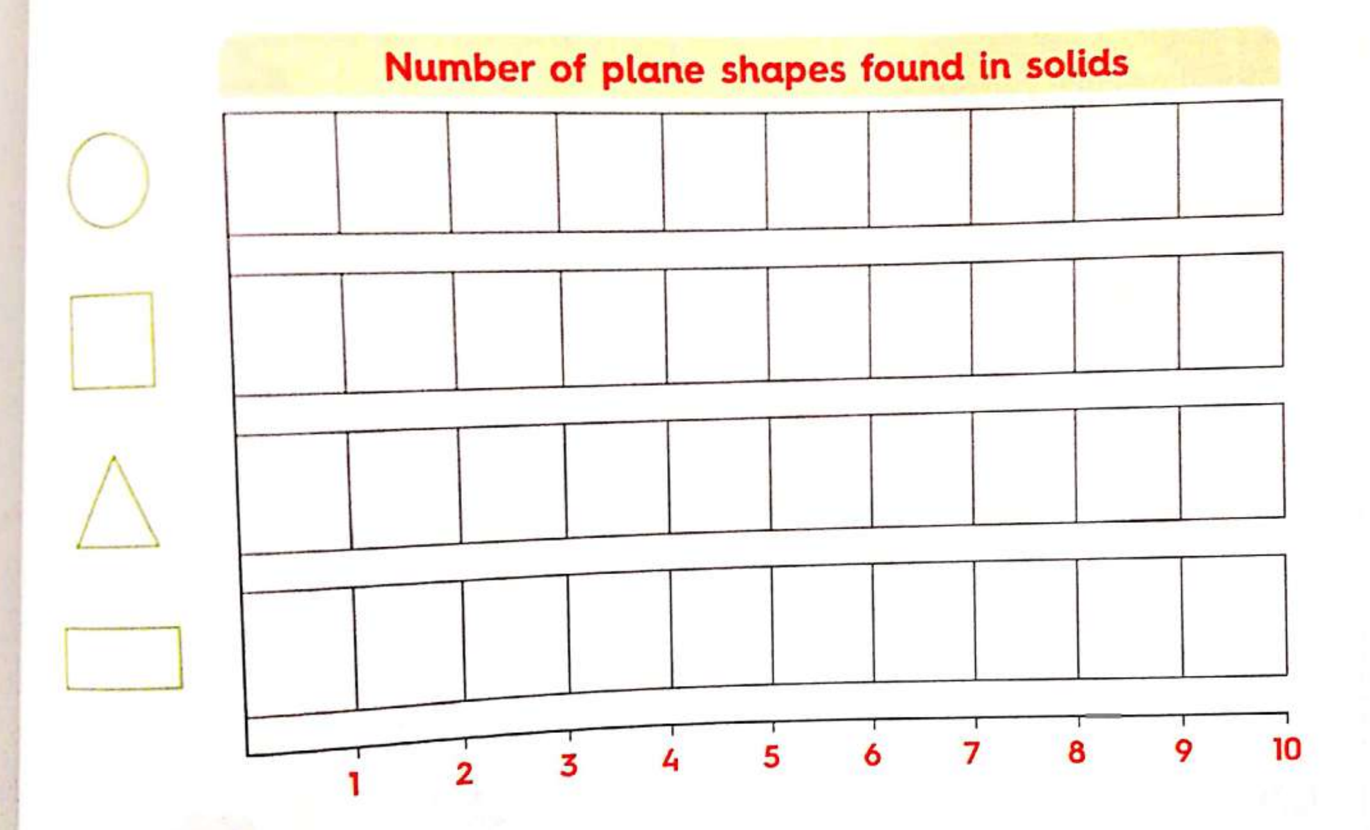
Number of solids with at least 1 circle face.	______
Number of solids with at least 1 square face.	______
Number of solids with no flat faces.	______
Number of solids with at least 1 triangular face.	______
Number of solids with 8 vertices.	______
Number of solids without any vertices.	______
Number of solids with 5 vertices.	______
Number of solids with 8 edges.	______
Number of solids with 12 edges.	______
Number of solids without any edges.	______

Notes for parents

- Find objects that are shaped like the solids on this page. Have your child count the faces, edges and vertices of each object.

Count the number of circles, squares, rectangles, and triangles that are made by tracing each flat surface of each solid. Color one box in the graph for every plane shape you count.





Answer the questions.

1. Write the total number of plane shapes counted.

_______ circles _______ squares

_______ rectangles _______ triangles

2. Which plane shape was counted the most ? _______

3. Which plane shape was counted the least ? _______

• Ask your child to tell you the kind of each face in the given solid in this page.

Lesson 50

Making solids

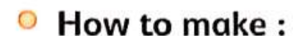
Learn

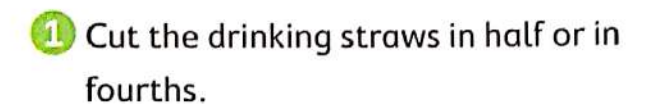
1 Solids with clay and straws

- **Materials :**

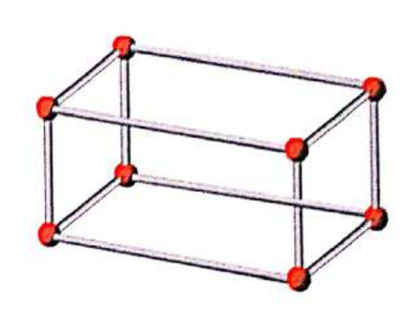
  Modeling clay, drinking straws

- **How to make :**





  1. Cut the drinking straws in half or in fourths.
  2. Make clay balls to be the vertices of the solid.
  3. Connect straws with balls of clay. Show that a vertex is where three or more edges of a solid figure meet.



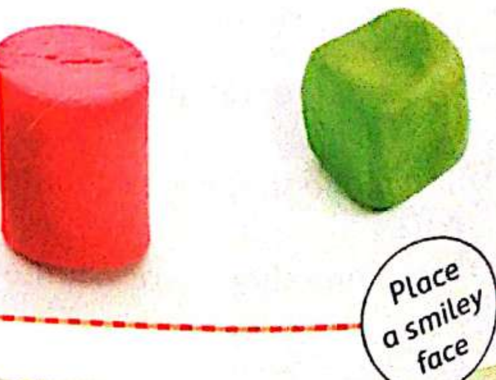
2 Solids with clay

- **Materials :**

  Modeling clay

- **How to make :**

  You can make many solids using clay.



Place a smiley face

Notes for parents

- Show your child that he/she can rest any face of the solid on a desktop and the solid will stand. The solid will not stand if you rest it on its edge or its vertex on the desk.

1 Determine how many sides and vertices each shape has.

Shape	Name	Attributes	
		Sides	Vertices
	Triangle	______	______
	Trapezoid	______	______
	Rectangle	______	______
	Pentagon	______	______
	Square	______	______
	Circle	______	______
	Hexagon	______	______
	Rhombus	______	______

Notes for parents

• In this extra practice your child will review on all what he/she had learned in chapter 5.

2 Join each solid with its name. The first one is done for you.

Pyramid

Sphere

Rectangular prism

Cylinder

Cube

3 Name each solid and write the missing number. The first one is done for you.

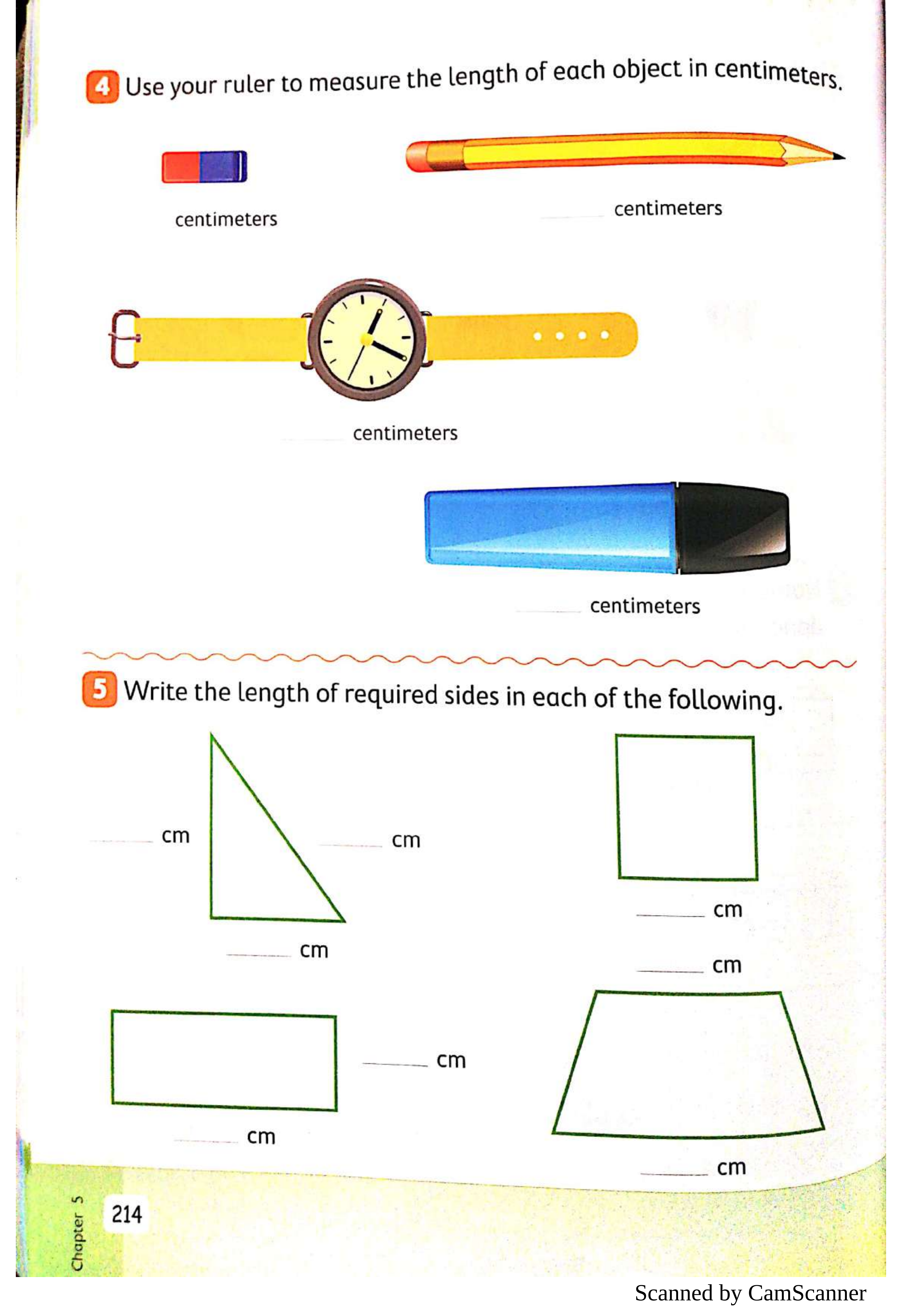
Name : Cube
8 vertices
12 edges
6 faces

Name : ______
____ vertices
____ edges
____ faces

Name : ______
____ vertices
____ edges
____ faces

Name : ______
____ vertices
____ edges
____ faces

Name : ______
____ vertices
____ edges
____ faces



4 Use your ruler to measure the length of each object in centimeters.

centimeters

_______ centimeters

_______ centimeters

_______ centimeters

5 Write the length of required sides in each of the following.

_______ cm

_______ cm

_______ cm

_______ cm

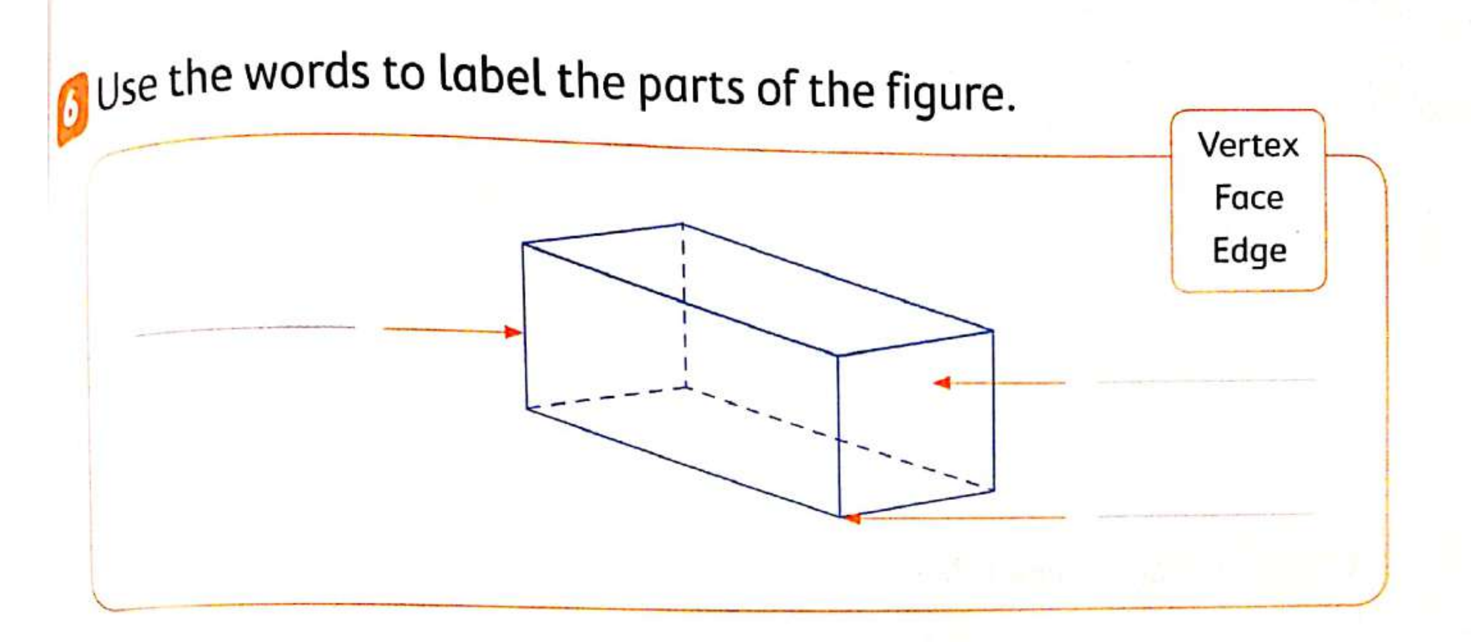
_______ cm

_______ cm

_______ cm

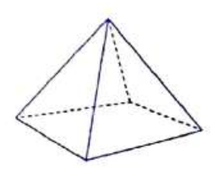
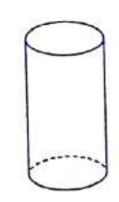
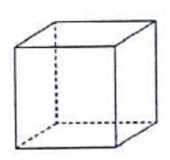
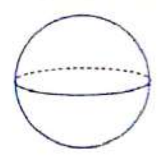
_______ cm

6 Use the words to label the parts of the figure.

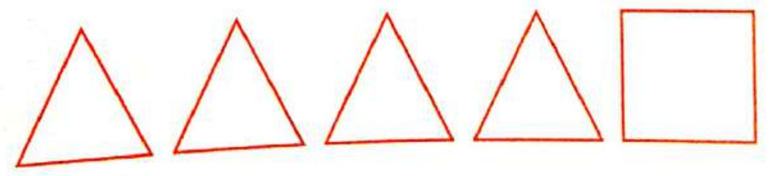


7 Choose.

1 Which solid figure has 6 faces ?

2 These faces can be put together to make which solid figure ?



- **sphere**
- **cube**
- **cylinder**
- **pyramid**

3 A two-dimensional shape whose 4 sides are equal in length is ....

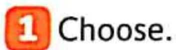
- **rectangle**
- **circle**
- **triangle**
- **rhombus**

4 A two-dimensional shape with 4 sides (2 short sides that are equal and 2 long sides that are equal) is ....

- **square**
- **hexagon**
- **rectangle**
- **trapezoid**

Assessment

Chapter 5



1 Choose.

1. Which plane figure has fewer than 4 vertices ?
   (hexagon , triangle , rectangle , rhombus)

2. Which is the longest length from the following ?
   (50 cm , 20 cm , 1 m , 75 cm)

3. The solid figure which has 5 vertices is ______
   (square-based pyramid , cylinder , sphere , cube)

4. A two-dimensional shape with 4 sides (2 parallel , 2 not parallel) is ______
   (square , rectangle , rhombus , trapezium)

5. Number of vertices of a cube is ______ (5 , 6 , 12 , 8)

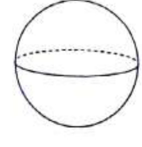
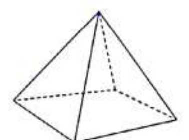
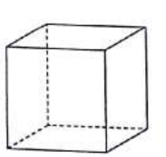
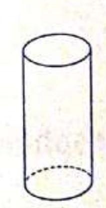
6. The length of the opposite eraser is ______ cm
   (4 , 3 , 6 , 7)

7. 1 metre = ______ cm (1 , 10 , 100 , 50)

8. The number of vertices of square ______ the number of vertices of trapezium.
   (> , < , =)

---

2 Write the name of each solid of each of the following.

 ______  ______  ______  ______

---

3 Complete.

1. The rectangular prism has ______ faces.

2. The number of sides of the figure = ______

3. The base of a cylinder is ______

4. The solid in which all faces are squares is ______

5. The two-dimensional shape which has 6 sides and 6 vertices is called ______

Chapter
6

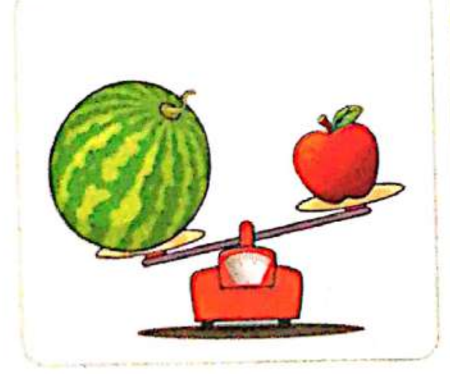
Lesson 51

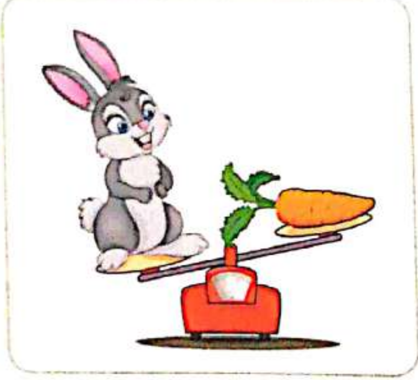
Gram and kilogram

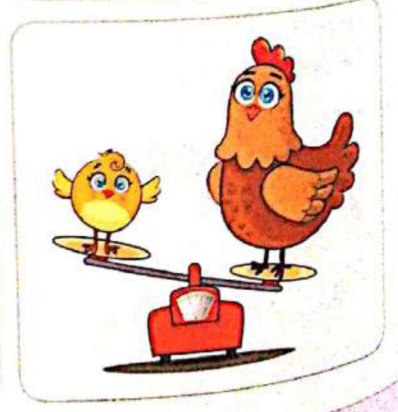
Pre-study

Practice

Circle the lighter objects.



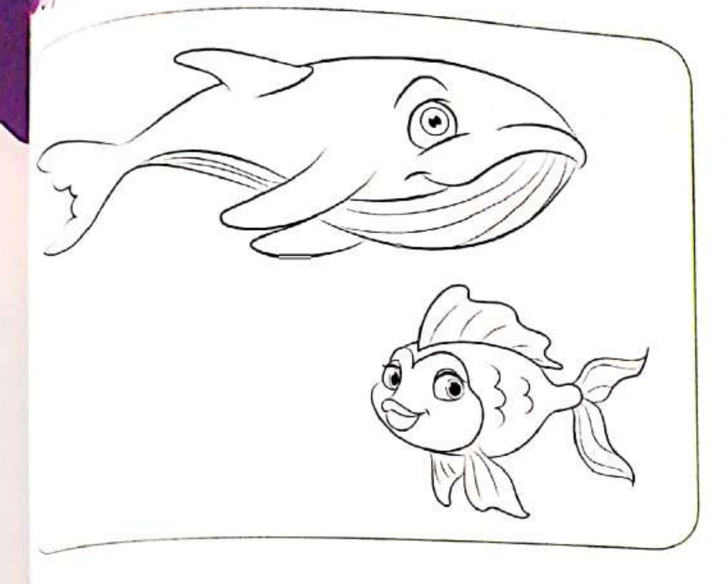


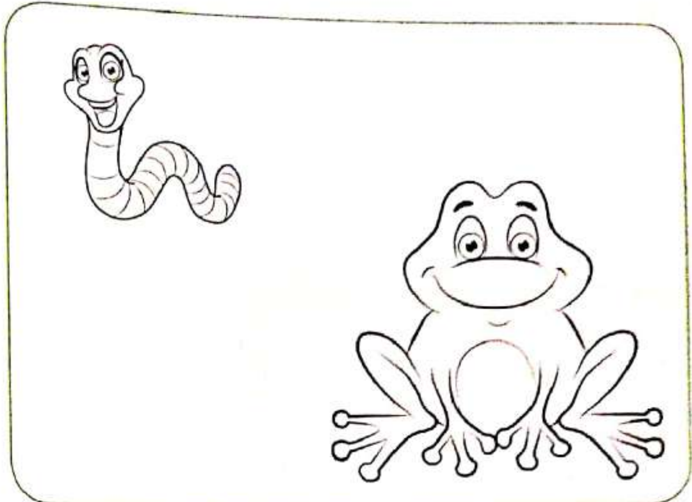


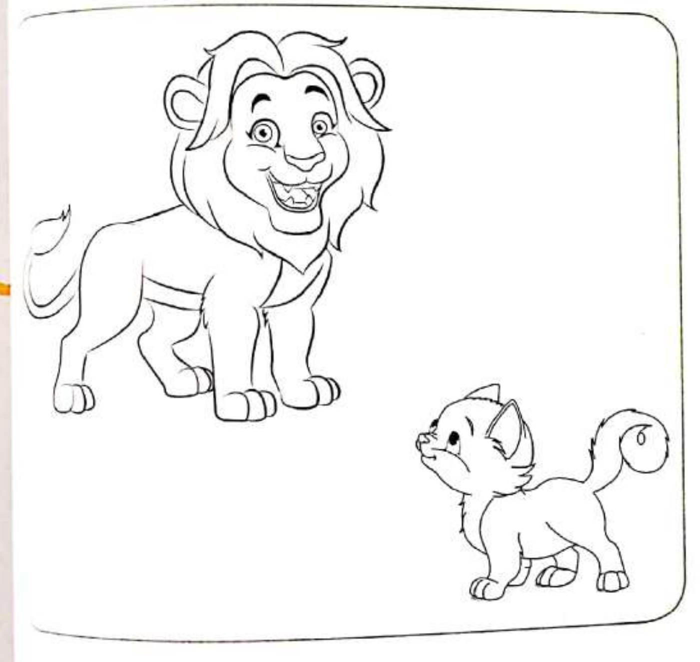
Notes for parents

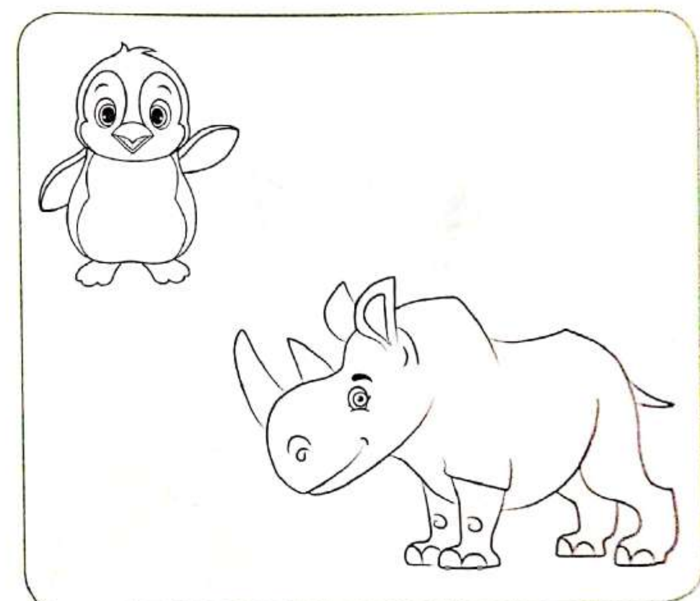
- Ask your child to show you something that is heavier than a spoon and another something that is lighter than the spoon.

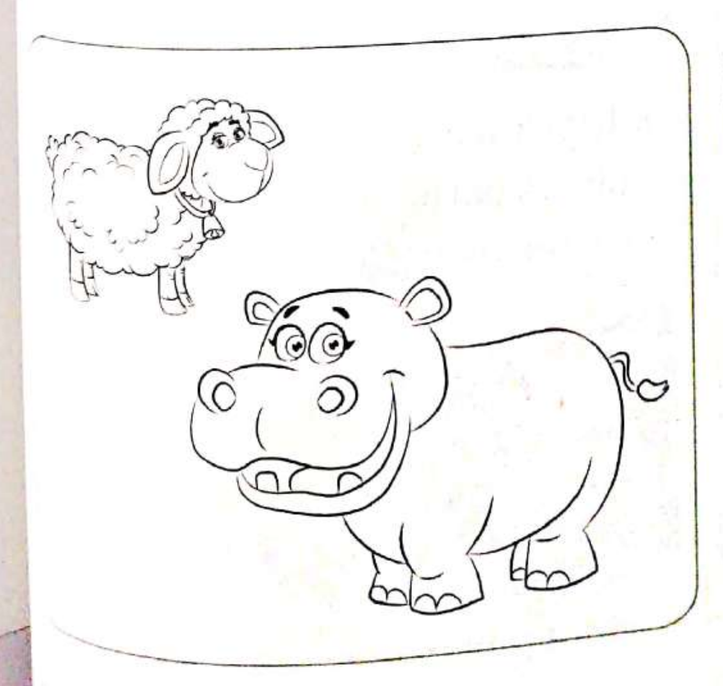
Color the heavier animal in each group.

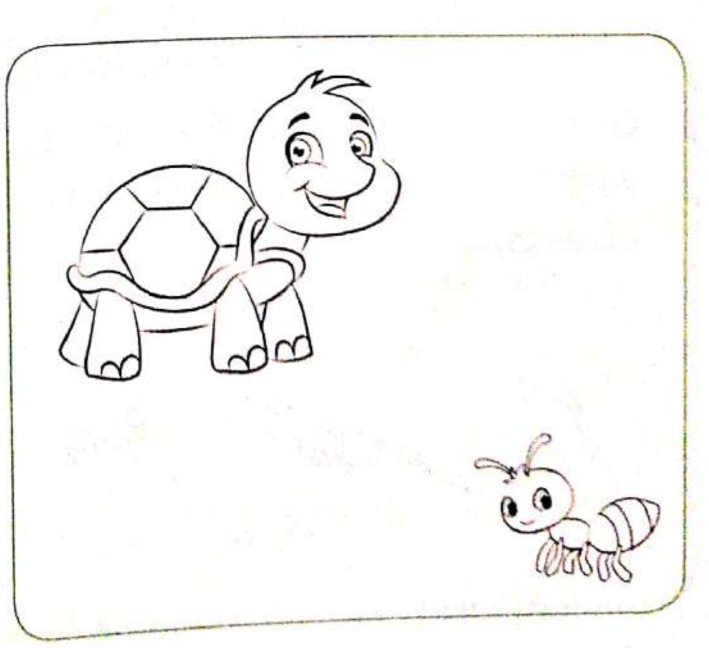












*Give you... different weights, ask him/her to hold one object in each hand

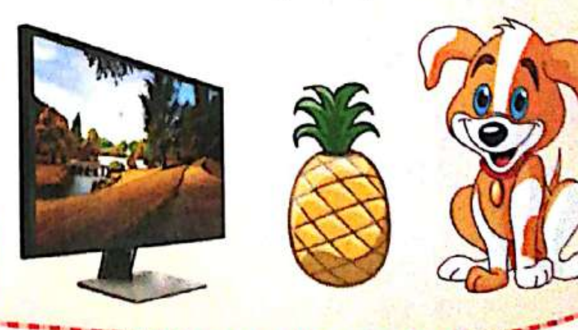
Learn

Grams (gm) and Kilograms (kg) are measuring units of mass.

Note :
Mass and weight are different.
- Mass stays the same no matter where you are.
- Weight changes from a place to another, for example the weight of any object on the Earth is different from its weight on the moon.

Gram is used to measure objects with less mass, which are lighter objects, such as :

Kilogram is used to measure objects with more mass, which are heavier objects, such as :

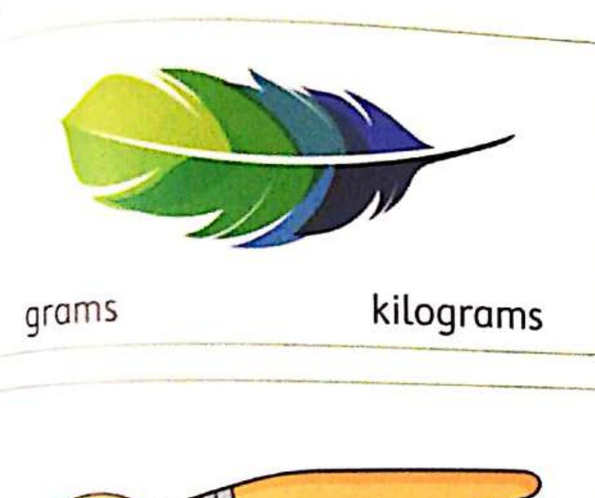


Notes for parents

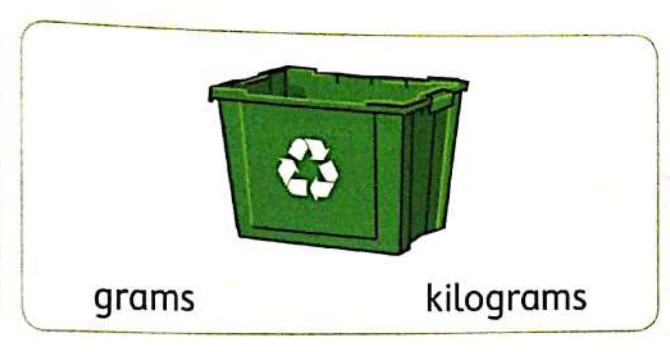
- Ask your child to find something in your home its mass is about 1 gram and another something its mass is about 1 kilogram, then determine which one of them is heavier.

Practice

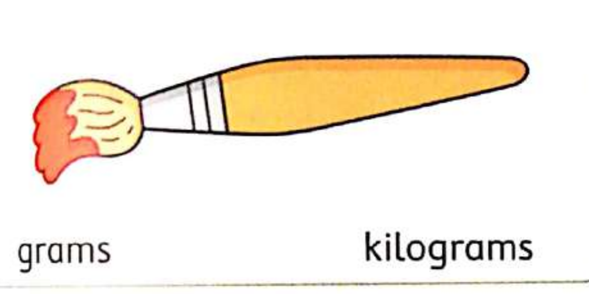
Circle the better unit you would use to measure the real object.



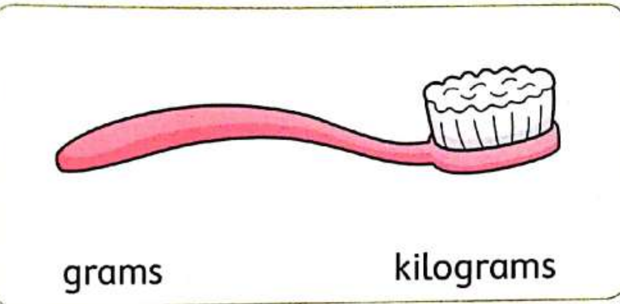
grams kilograms



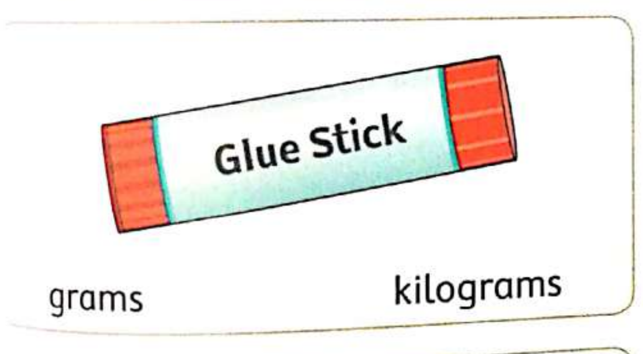
grams kilograms



grams kilograms



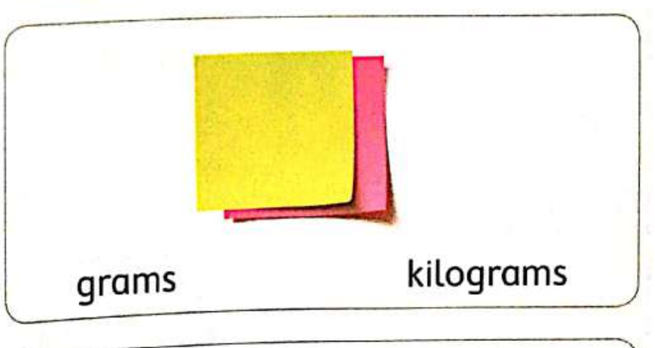
grams kilograms



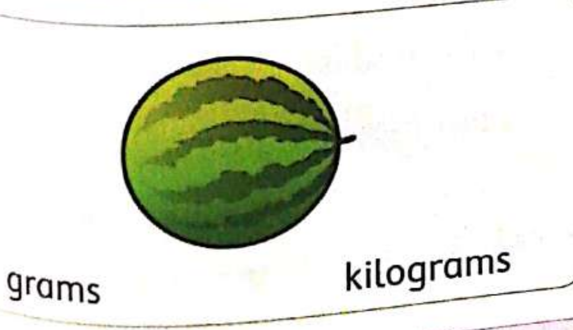
grams kilograms

grams kilograms

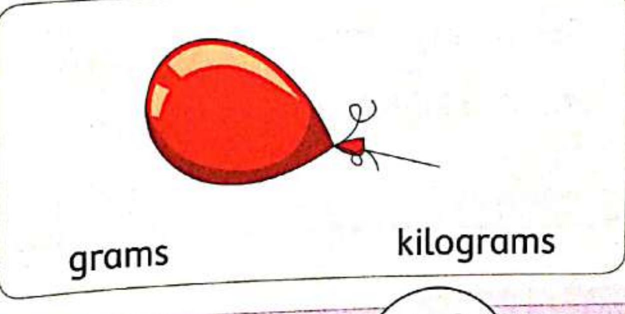
grams kilograms



grams kilograms



grams kilograms



grams kilograms

* Ask your child to tell something he/she can measure it in grams, and another something can measure in kilograms.

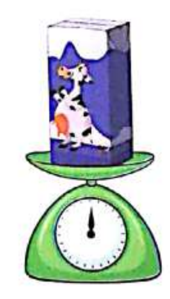
Place a smiley face

Lesson 52

Estimating and comparing masses

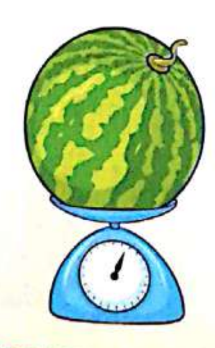
Learn

This milk bottle is about $\frac{1}{2}$ kilogram.



This bag of sugar is about 1 kilogram.

This watermelon is about 5 kilograms.



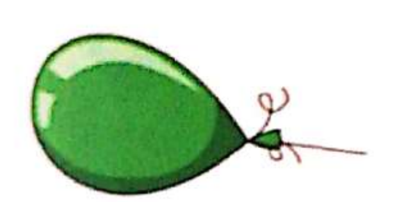
This child is about 10 kilograms.

Notes for parents

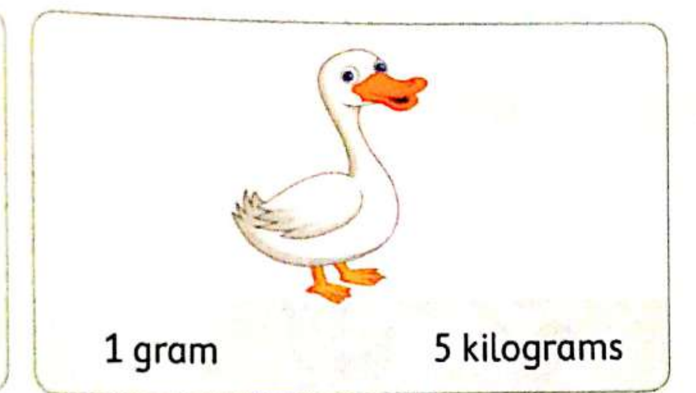
- Ask your child to show you something its mass is measured about $\frac{1}{2}$ kilogram and another one its mass is measured about 5 kilograms.

Practice

Look at each object. Circle the better estimate.



1 gram $\frac{1}{2}$ kilogram



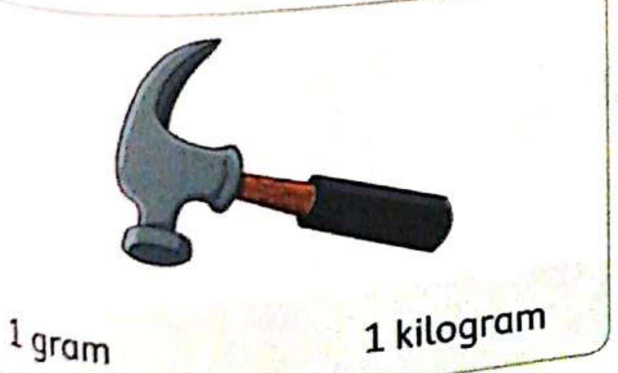
1 gram 5 kilograms

$\frac{1}{2}$ kilogram 5 kilograms

1 kilogram 1 gram

1 gram 1 kilogram

1 kilogram 10 kilograms

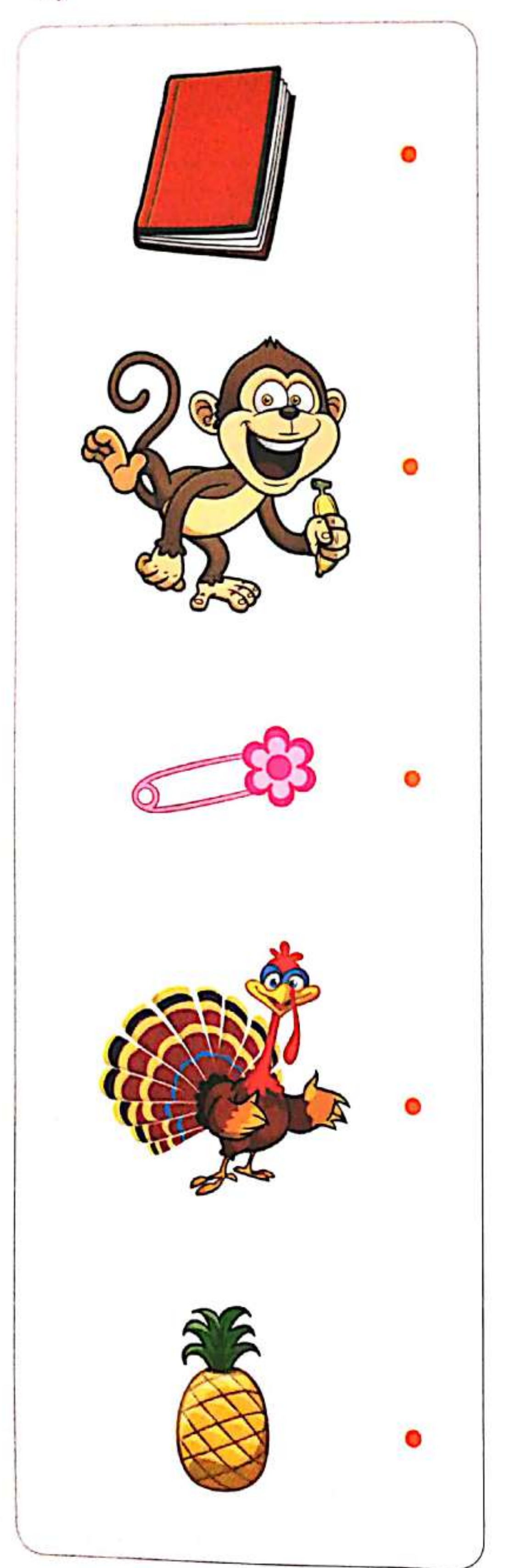


1 gram 1 kilogram

10 kilograms 100 kilograms

* Have your child bring some objects, then help him/her to estimate the mass of each one.

Join.



- 10 kilograms
- $\frac{1}{2}$ kilogram
- 5 kilograms
- 1 kilogram
- 1 gram

Notes for parents

• Ask your child which of the previous objects is the heaviest and which one is the lightest.

Estimate 1 gm, 5 kg or 10 kg, then arrange from least to greatest mass. The first one is done for you.

10 kg (3) | 1 gm (1) | 5 kg (2)

• Ask your child is there a dog weight is about 10 kg, and which object do you think weighs about 100 kg ?

Place a smiley face

Lesson **53**

Solving addition problems involving mass

Learn

Sarah has two birds, one of them weighs 100 gm and the other weighs 80 gm.

How much do both birds weigh together ?

The weight of two birds together = 100 gm + 80 gm = 180 gm

Practice

Write a number sentence to find the required.

Ahmed has a chair that weighs **11** kilograms and a bag that weighs **13** kilograms.
He want to carry them at the same time.
How much do the chair and the bag weigh all together ?

Notes for parents

- In this lesson your child will use the strategies he/she has studied before to solve addition word problems involving mass.

Maryam has **2** dogs that weigh are **12** kilograms and **13** kilograms.

How much do both of Maryam's dogs weigh together ?

Mina has a baby boy that weighs **12** kilograms and a girl that weighs **27** kilograms

Mina wants to carry them at the same time.

How much do they weigh all together ?

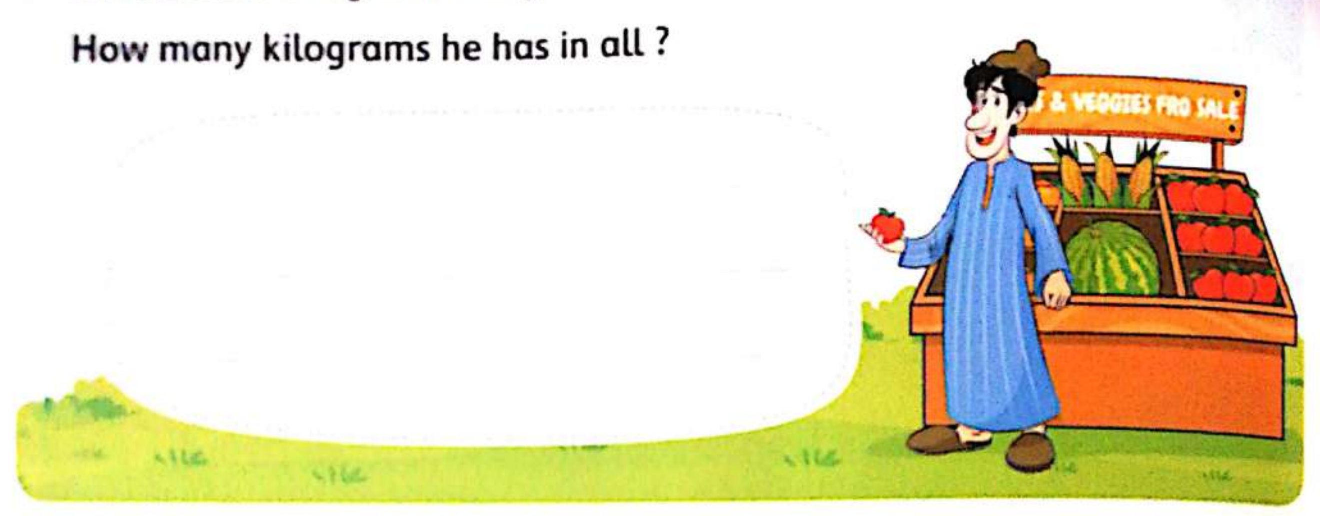
Bassem bought two toys that each weighs **100** grams. He put them both in his bag.

How much do they weigh all together ?

* Tell your child an addition problem involving mass and ask him/her to solve it.

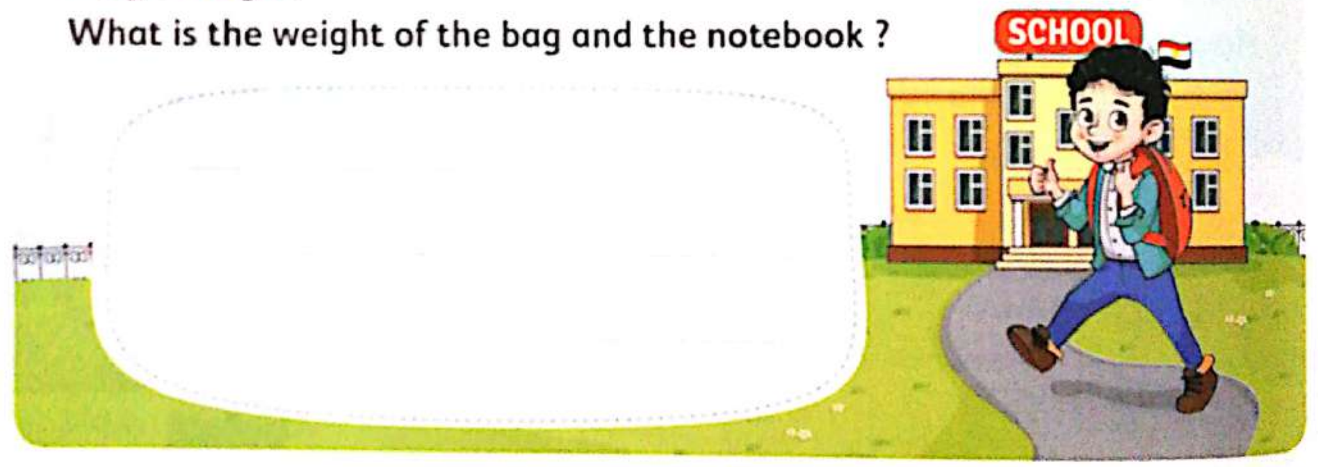
A fruit seller bought **37** kilograms of oranges and **53** kilograms of apples.

How many kilograms he has in all ?



Samy carries a bag of weight **100** gm. In this bag there is a notebook of weight **90** gm.

What is the weight of the bag and the notebook ?



Karim used **52** grams of salt and **25** grams of pepper to make a pizza.

What is the total of weight of salt and pepper ?

Notes for parents

- Ask your child to tell you an addition problem involving mass and help him/her to solve it.

Place a smiley face

Lesson 54

Solving addition or subtraction problems involving mass

Learn

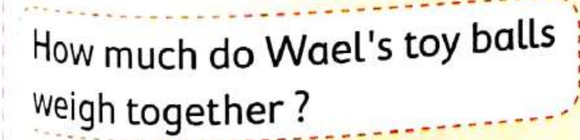
A fruit seller bought 56 kilograms of banana, he sold 14 kilograms of them.

How many kilograms of banana is left with him ?

The left = 56 kg − 14 kg = 42 kg

Wael has two toy balls that weigh 100 grams and 60 grams.

He put them both in his bag to take them to the club.



How much do Wael's toy balls weigh together ?

The sum = 100 gm + 60 gm = 160 gm

*In this lesson your child will use the strategies he/she has studied before to solve addition and subtraction word problems involving mass.

Practice

Sameh bought 15 kg of mango, he used 9 kg of them to make a juice.

How many kilograms of mango are left ?

Hany has a bag of potato chips that weighs **86** grams.

He ate **23** grams of chips.

How many grams of chips are left in the bag ?

Eslam has a bag of rocks that weighs **18** kilograms. He found **9** more kilograms of rocks and put them in his bag.

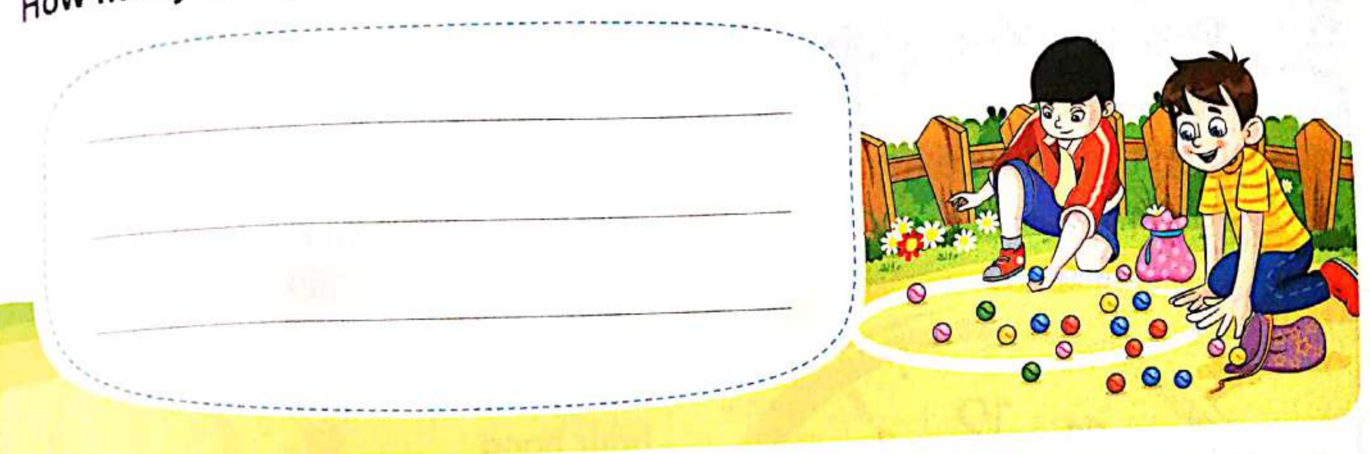
How many kilograms of rocks does Eslam have in his bag now ?

Notes for parents

- Tell your child a subtraction problem involving mass and ask him/her to solve it.

Amgd has two bags of marbles. One of them weighs **6** kg and the other weighs **7** kg, his friend collected two bags of marbles, one bag weighs **8** kg and the other weighs **4** kg.

How many kilograms of marbles do Amgd and his friend have in all ?

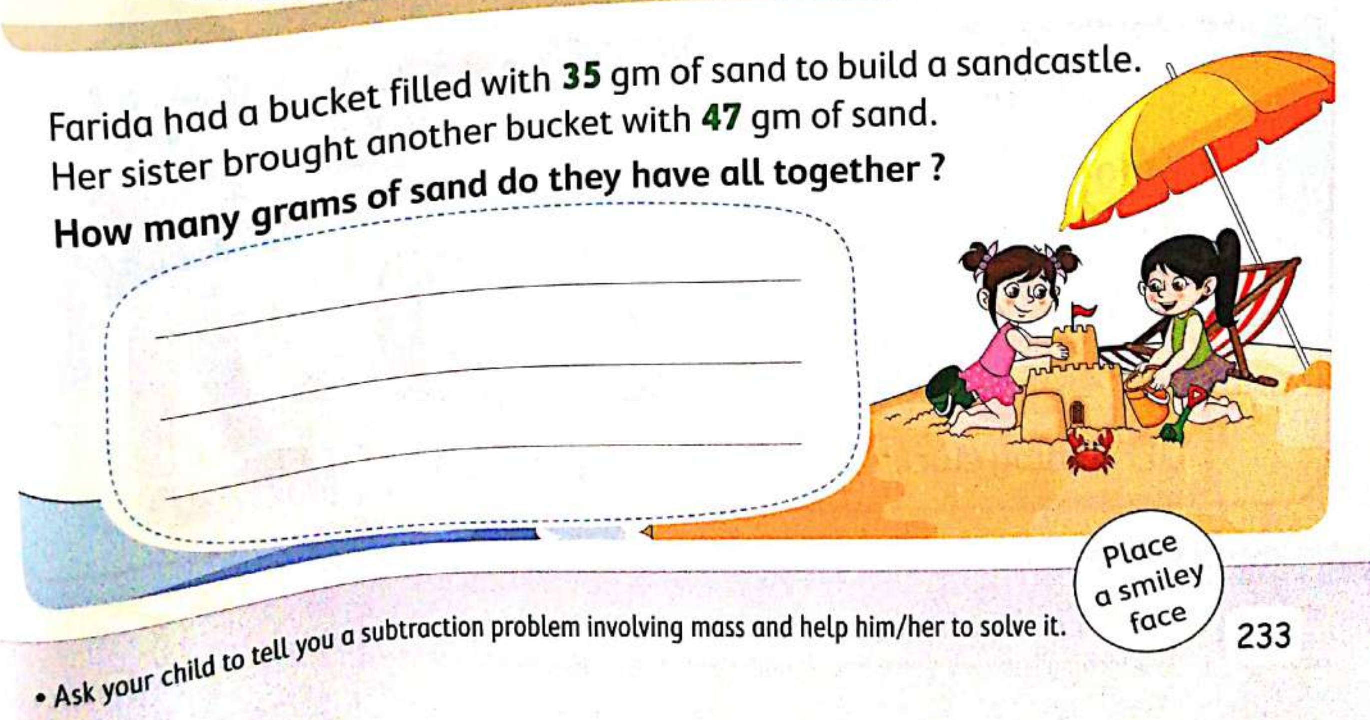


Heba bought a bag of flour that weighs **30** kilograms. She made a pizza to her friends and used **14** kilograms of flour.

How many kilograms of flour does Heba have left ?

Farida had a bucket filled with **35** gm of sand to build a sandcastle. Her sister brought another bucket with **47** gm of sand.

How many grams of sand do they have all together ?



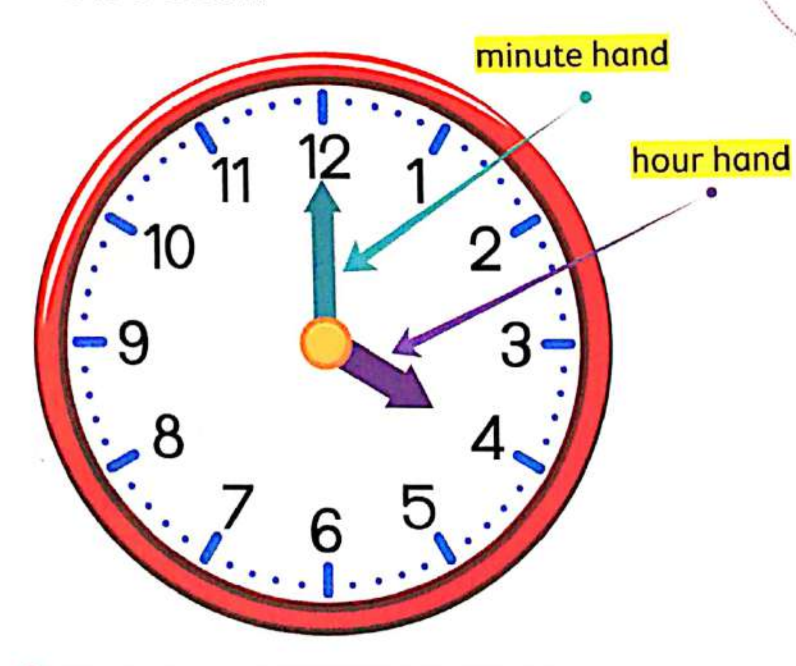
Place a smiley face

• Ask your child to tell you a subtraction problem involving mass and help him/her to solve it.

Lesson 55 Time "A.M. and P.M."

Pre-study

- When the minute hand points to 12, it is o'clock.



The time is 4 o'clock.

- These two clocks show time to the hour.

Analog clock

Digital clock

Both clocks show 9 o'clock.

Notes for parents

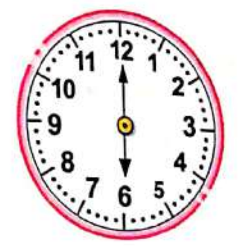
- Explain that in one hour, the minute hand is making a full rotation around the clock, but the hour hand is moving between two numbers and moves much more slowly.

Practice

Write the time. The first one is done for you.

3 o'clock

____ o'clock



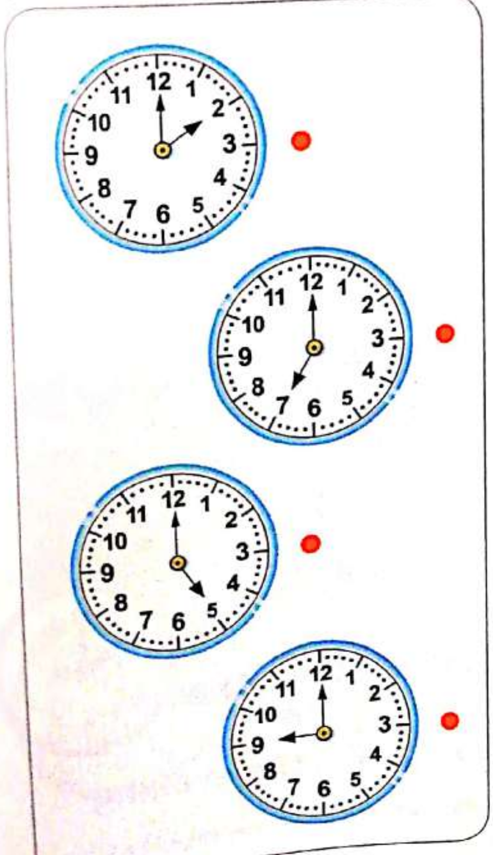
____ o'clock

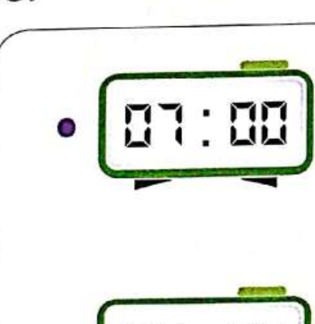
____ o'clock

____ o'clock

____ o'clock

Join the two clocks that tell the same time.





- Ask your child to say the times on the hour in order, beginning with 1 o'clock (1 o'clock , 2 o'clock , o'clock , and so can)

- The day is 24 hours, the day is divided into two parts.

A.M. and P.M.

Noon is 12:00 in the day.

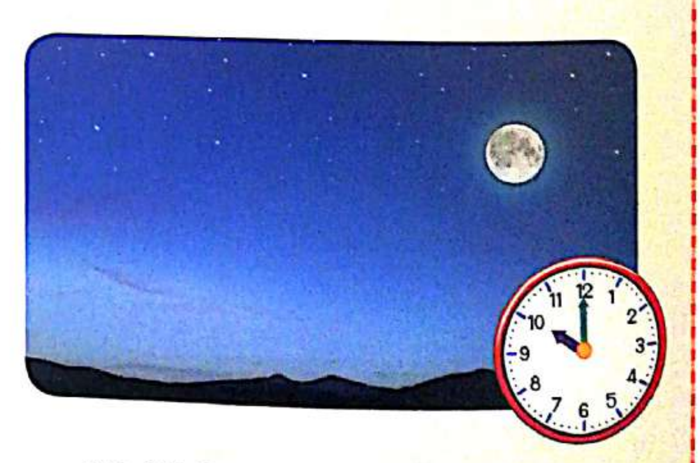
A.M. is the half of the day in the morning time from 12 midnight until 12 noon.

P.M. is the half of the day in the afternoon and evening time from 12 noon until 12 midnight.

07:00 A.M. is in the morning

07:00 P.M. is in the evening

10:00 A.M. is in the morning



10:00 P.M. is in the evening

Notes for parents

- Ask your child to name 3 activities that he/she does in the A.M. and 3 more activities that he/she does in the P.M.

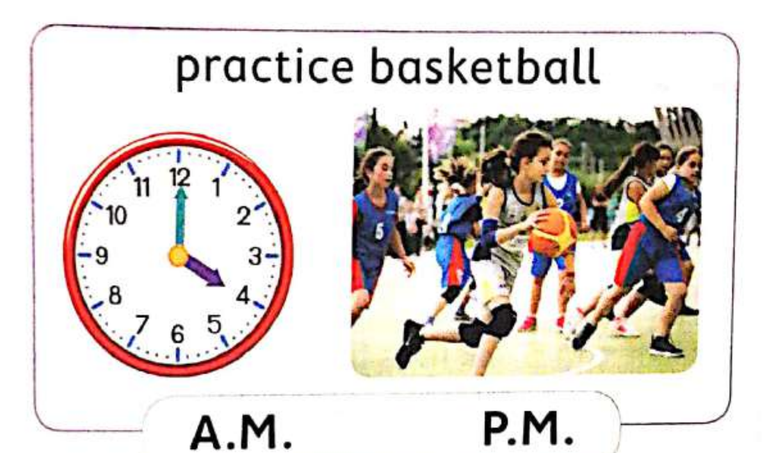
Practice

Decide if the activity happens in the A.M. or P.M.
Circle the correct answer.

eat breakfast

A.M. P.M.

practice basketball

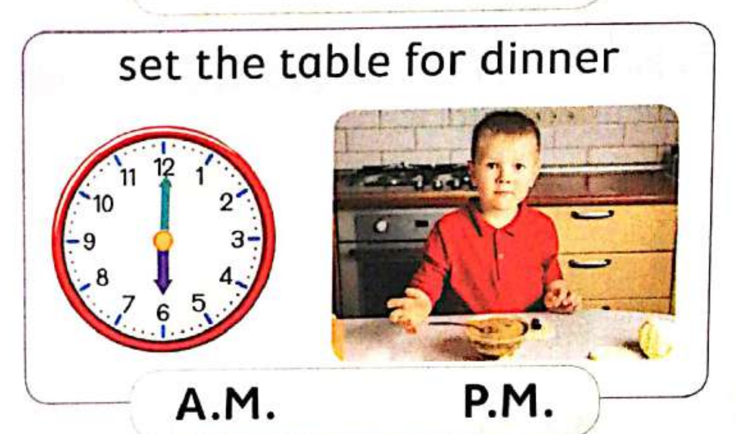


A.M. P.M.

go to art class

A.M. P.M.

set the table for dinner

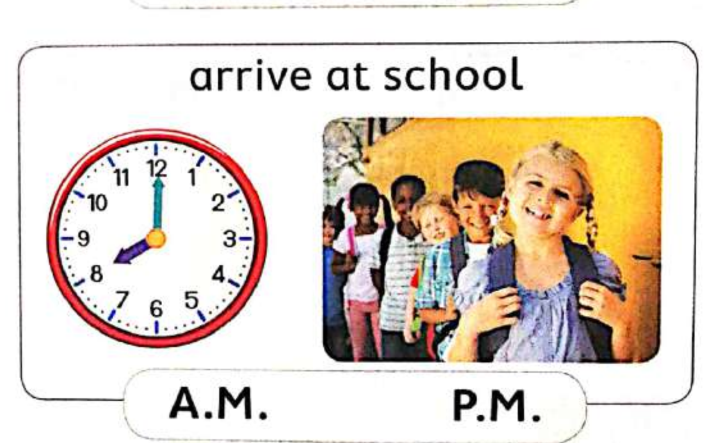


A.M. P.M.

read a bedtime story

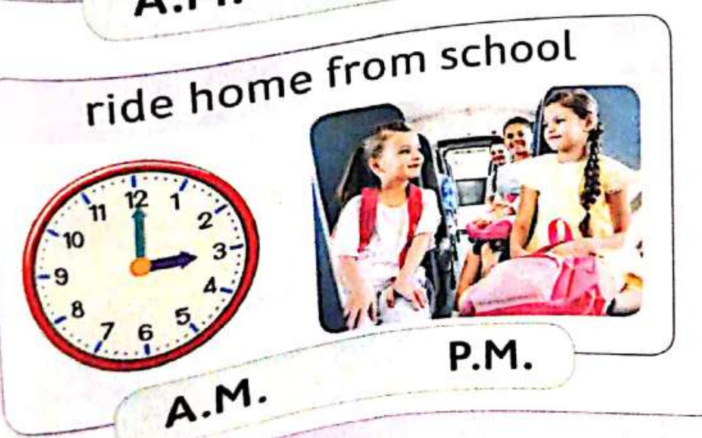
A.M. P.M.

arrive at school



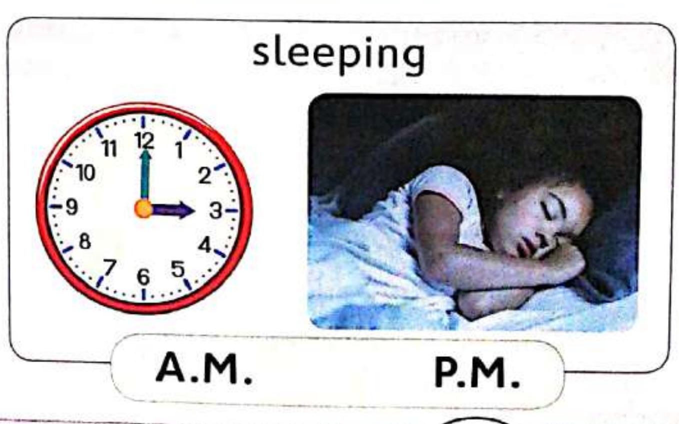
A.M. P.M.

ride home from school



A.M. P.M.

sleeping



A.M. P.M.

• At different times of the day, ask your child to read an analog clock and tell you the time ... or P.M.

Place a smiley face

Lesson 56

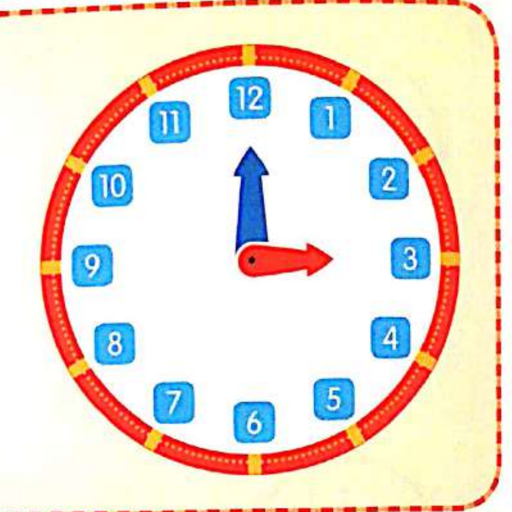
Time activity

Learn

Making your own clock

Directions:

- Cut the clock face from the opposite page, the two hands and the number cards from 1 to 12.
- Stick the numbers on the clock face by a glue.
- Pin the hands in the middle of the clock face to get your own clock.



Practice

Set you own clock to the hour to show your daily routine.

Wake up

Have lunch

Go to school

Studying

Back home

Sleeping

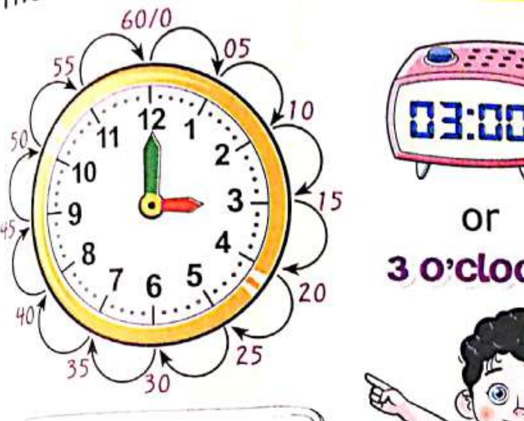
Notes for parents

- Encourage your child to talk about his/her daily routine.

Lesson 57 Telling time to the half hour

Learn

There are 60 minutes in an **hour**.



The hour hand points to **3**. The minute hand points to **12**.

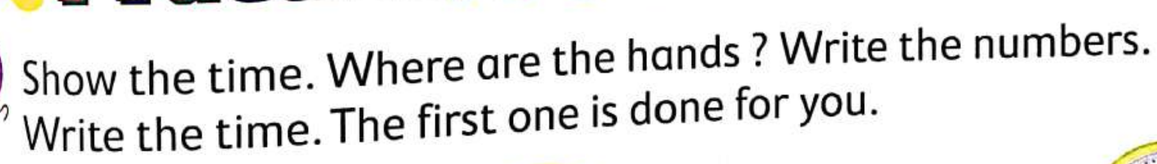
03:00 or **3 o'clock**

There are 30 minutes in a **half hour**.

03:30 or **half past 3**

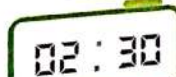
The hour hand points halfway between **3** and **4**. The minute hand points to **6**.

Practice



Show the time. Where are the hands ? Write the numbers.
Write the time. The first one is done for you.

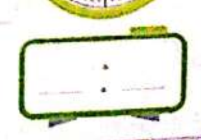
- The hour hand is halfway between 2 and 3
- The minute hand is at 6
- Half past 2



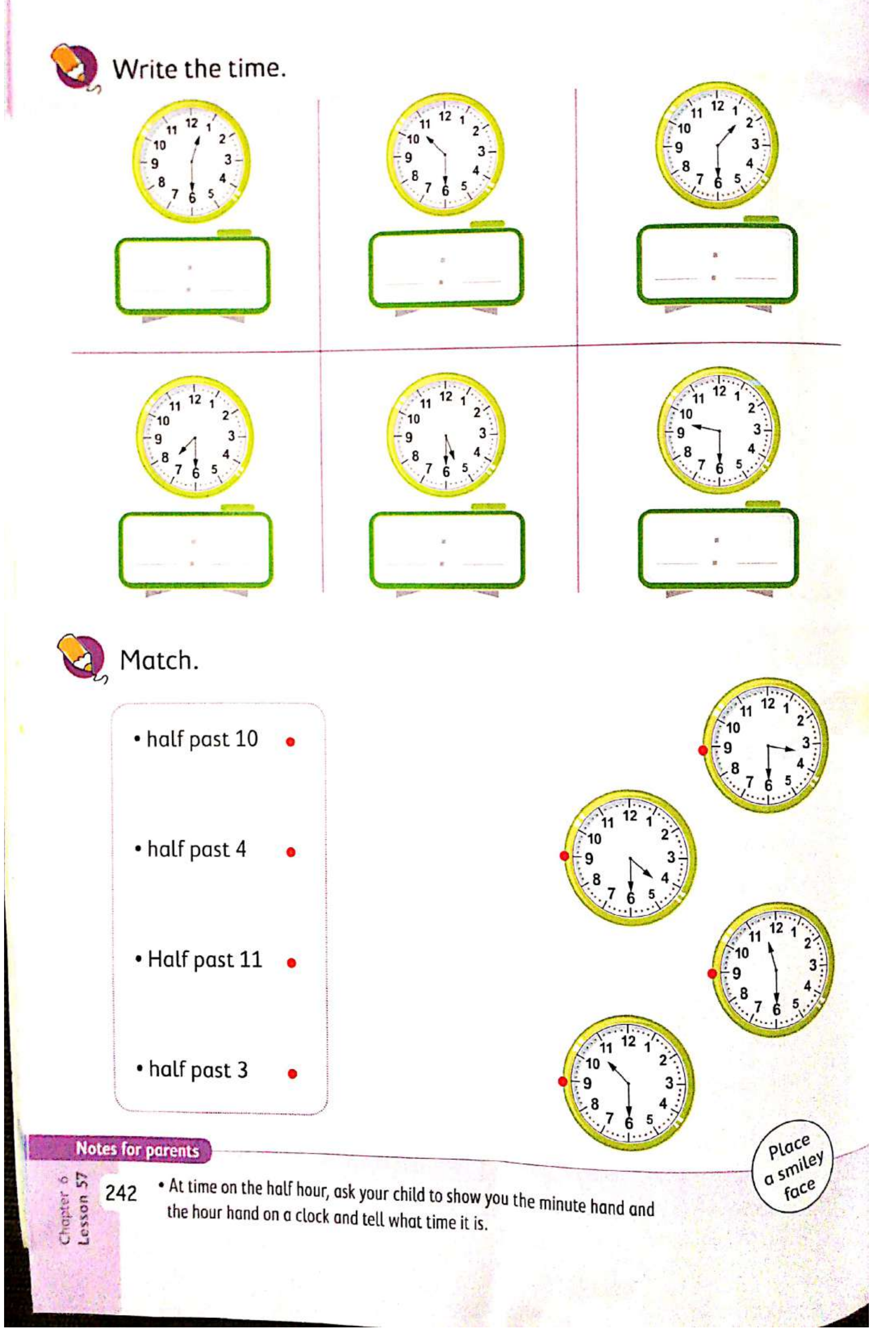
- The hour hand is halfway between ____ and ____
- The minute hand is at ____
- ____

- The hour hand is halfway between ____ and ____
- The minute hand is at ____
- ____

- The hour hand is halfway between ____ and ____
- The minute hand is at ____
- ____



*Ask your child to say the times on the half hour in order, beginning with half past 1 (half past 1, half past 2, half past 3 and so on).



Write the time.

Match.

- half past 10
- half past 4
- Half past 11
- half past 3

Place a smiley face

Notes for parents

- At time on the half hour, ask your child to show you the minute hand and the hour hand on a clock and tell what time it is.

Lesson 58

Telling time to the hour and half hour

Remember

When the minute hand is pointing at 12 and the hour hand is pointing directly at 4, it is 4 o'clock (04 : 00).

When the minute hand is pointing at 6 and the hour hand is halfway between 4 and 5, it is half past 4 (04 : 30).

or

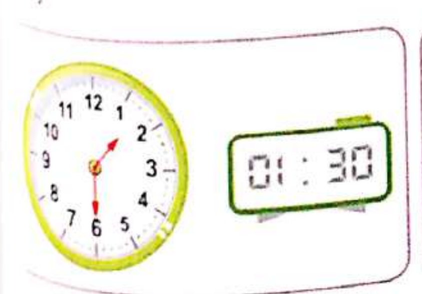
4 o'clock

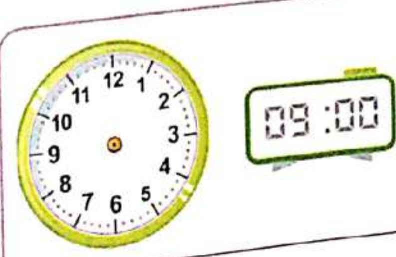
or

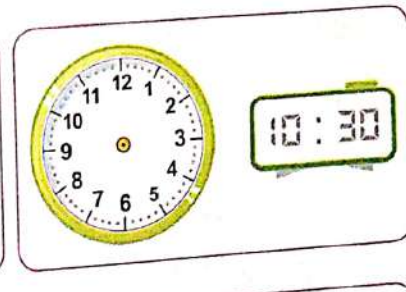
half past 4

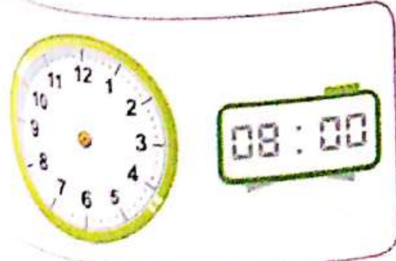
Practice

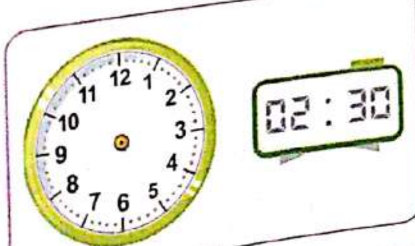
Draw the hour hand and the minute hand. The first one is done for you.

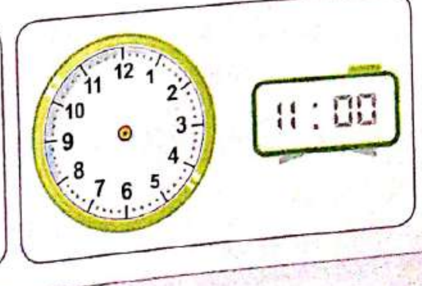






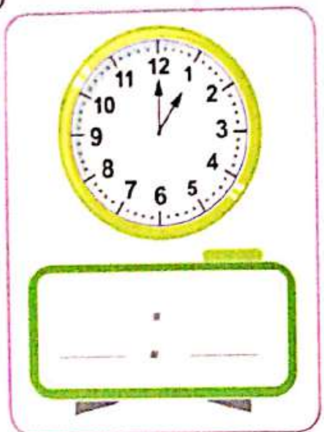


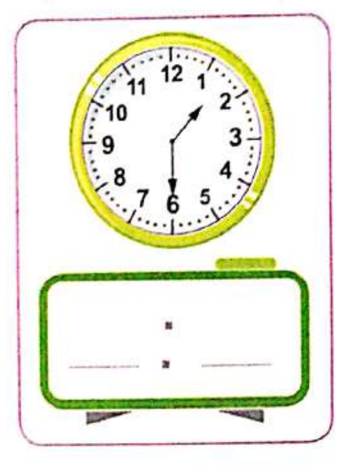


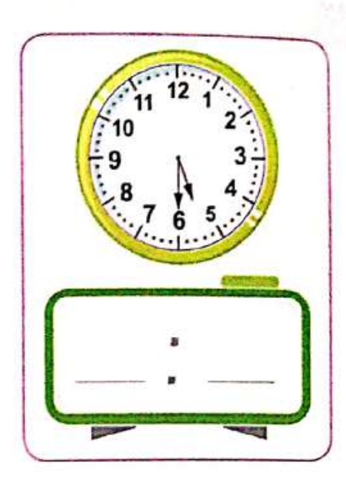


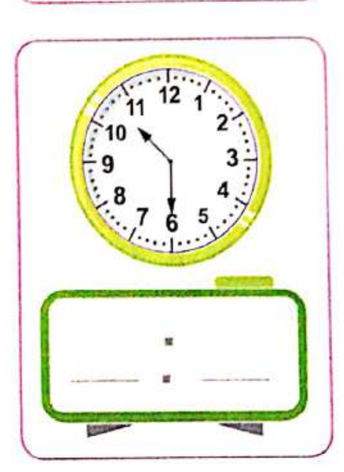
* Ask your child to say the times on the hour and half hour in order, beginning with 1 o'clock (1 o'clock, half past 1, 2 o'clock, half past 2, and so on).

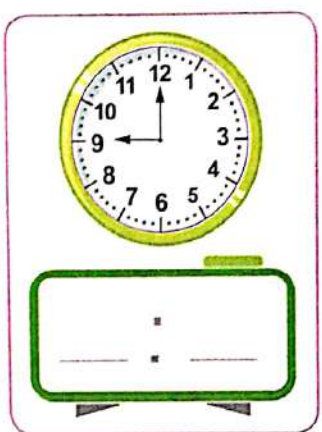
Write the time.

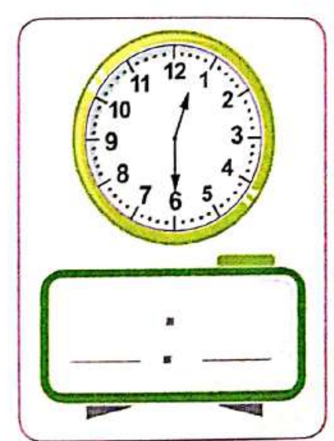




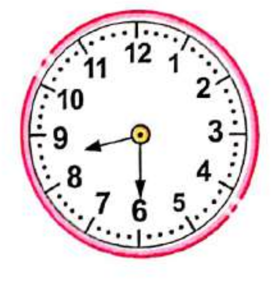


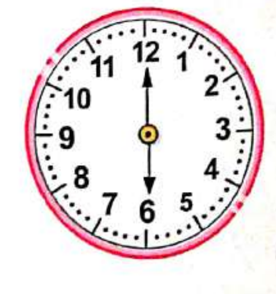


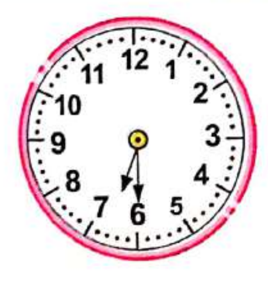




What time is it ?





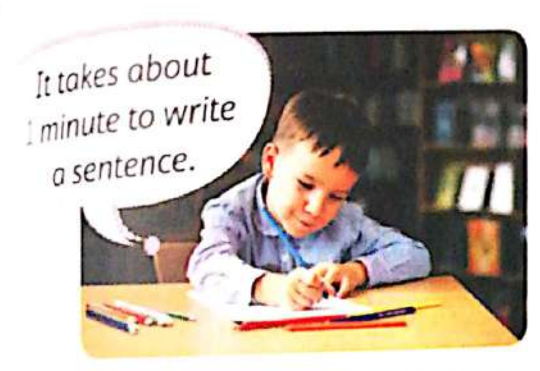


Notes for parents

- At times on the hour, ask your child to read the time on a clock and then tell what time it will be in half an hour.

Place a smiley face

Time to 15 minutes and 45 minutes



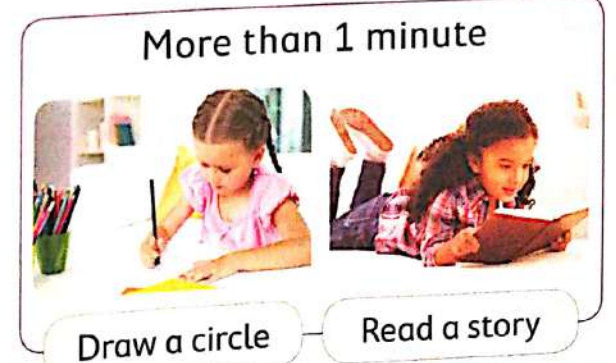
Practice

About how long will it take ? Circle the better choice.

About 1 minute

Bake a cake — Cut a cake

More than 1 minute



Draw a circle — Read a story

More than 1 minute

Play a game — Clap your hands

About 1 minute

Eat a lunch — Pack a lunch

Let your child notice that it take about 1 minute to put on his/her coat.
Ask your child to bring a white paper and draw squares through a minute, then ask him/her to count the squares he/she drew.

Pre-study

Start on **5** on the chart.

Count forward by **5**s.

Skip counting by 5s will help you tell time on an analog clock.

You simply move down one row each time.

1	2	3	4	**5**	6	7	8	9	**10**
11	12	13	14	**15**	16	17	18	19	**20**
21	22	23	24	**25**	26	27	28	29	**30**
31	32	33	34	**35**	36	37	38	39	**40**
41	42	43	44	**45**	46	47	48	49	**50**
51	52	53	54	**55**	56	57	58	59	**60**
61	62	63	64	**65**	66	67	68	69	**70**
71	72	73	74	**75**	76	77	78	79	**80**
81	82	83	84	**85**	86	87	88	89	**90**
91	92	93	94	**95**	96	97	98	99	**100**

Practice

Start on 0. Skip count by 5s.

0 , 5 , ___ , ___ , ___ , ___ , ___

Start on 5. Skip count by 5s.

___ , ___ , ___ , ___ , ___ , ___ , ___

Notes for parents

- Ask your child to practice skip counting by 5 to help him/her on telling time in the next page.

Learn

Remember
The minute hand moves from one number to the next in 5 minutes.

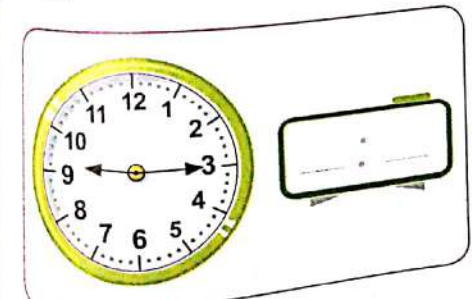
The hour hand is a little past 1 and the minute hand is pointing to 3.
15 minutes have passed.

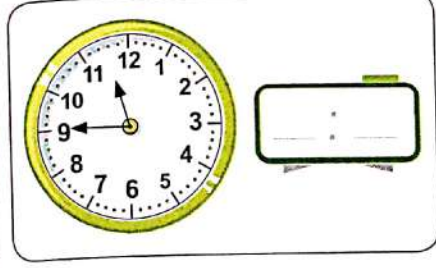
The hour hand is a far past 1 and the minute hand is pointing to 9.
45 minutes have passed.

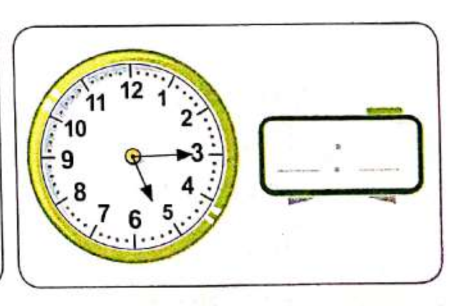
or

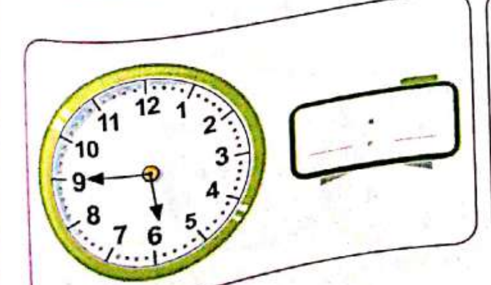
Practice

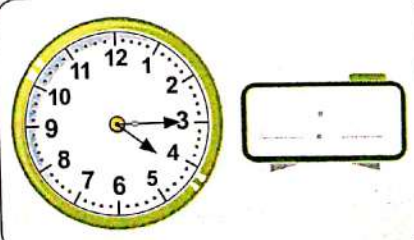
Write the time.

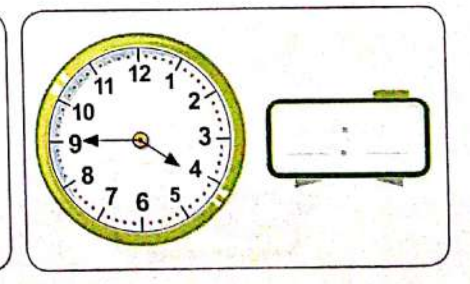






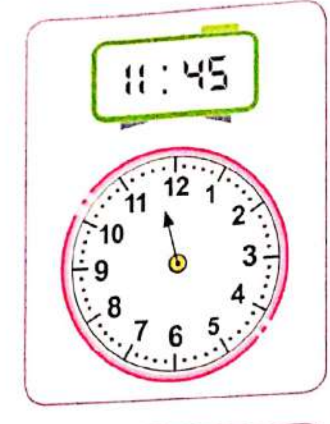


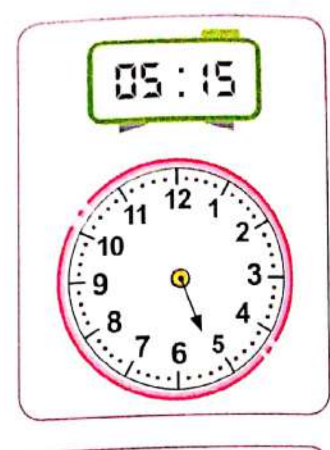


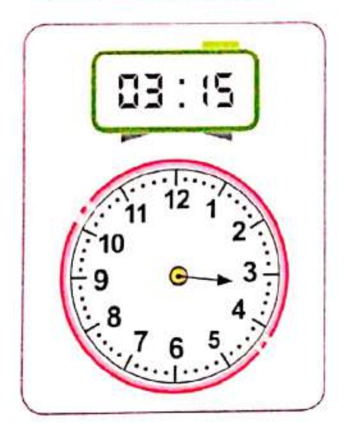


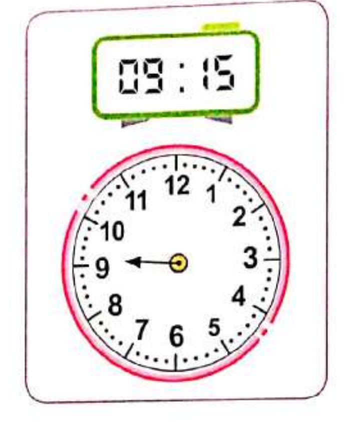
• Help your child to skip counting by 5s to write the right answer and to know the minutes passed.

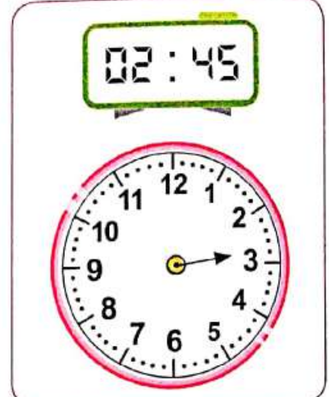
Draw the minute hand.



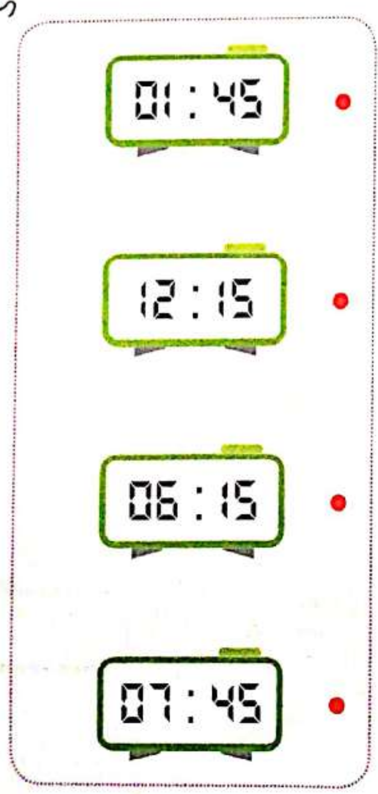


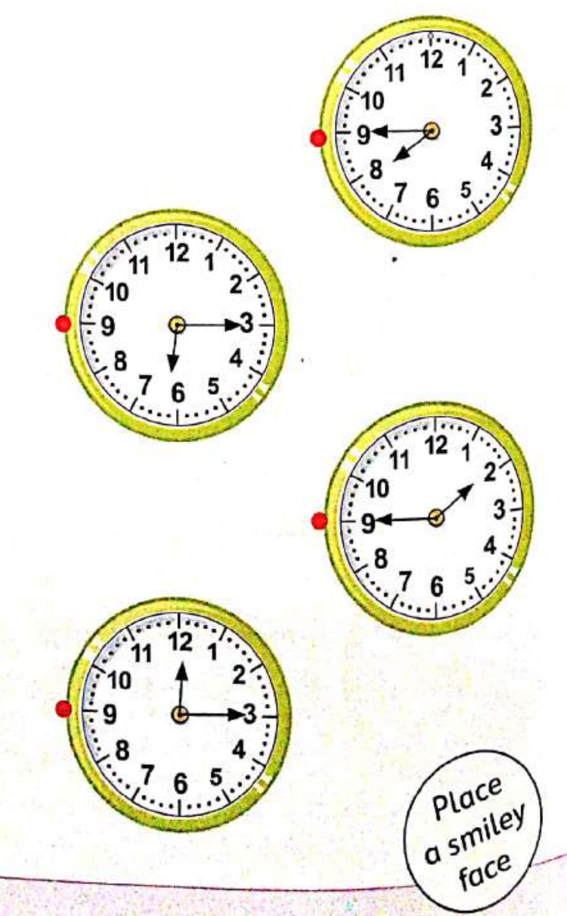






Match.





Place a smiley face

Notes for parents

• Ask your child to point to each analog clock and tell you How many minutes have passed ?

Learn

The minute hand has moved through one quarter of an hour.

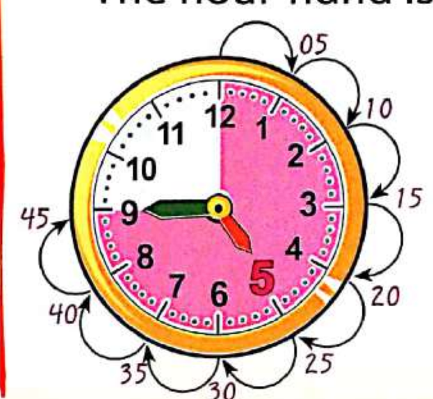
The minute hand has moved through three quarters of an hour.

The minute hand is pointing to 3
The hour hand is closer to 4

or

Quarter past 4

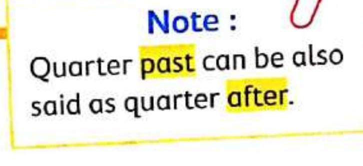
The minute hand is pointing to 9
The hour hand is closer to 5



or

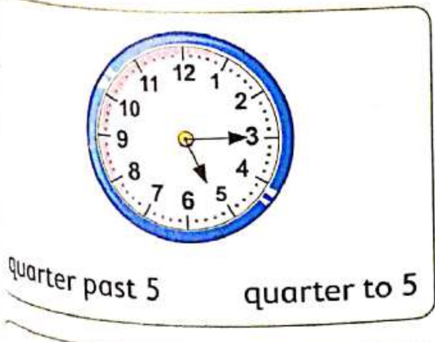
Quarter to 5

Practice

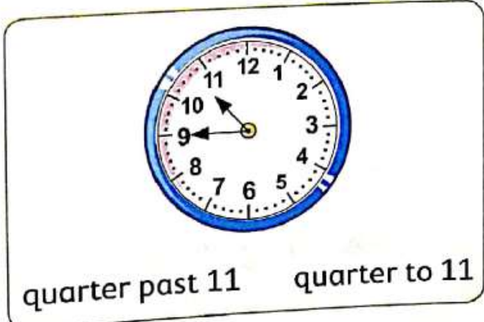


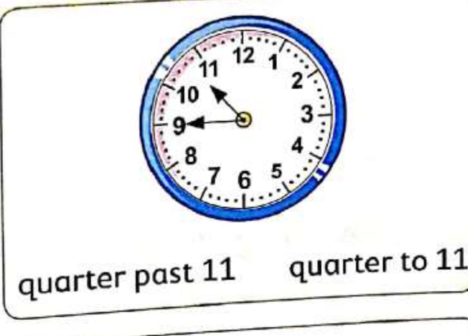
Note :
Quarter past can be also said as quarter after.

Choose the correct answer.

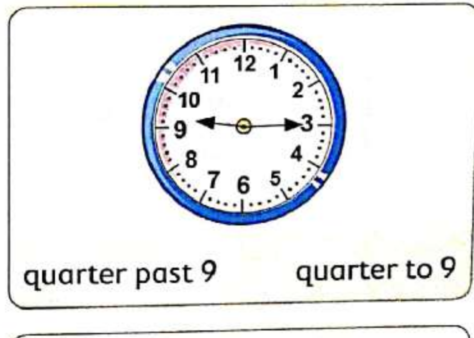


quarter past 5 quarter to 5

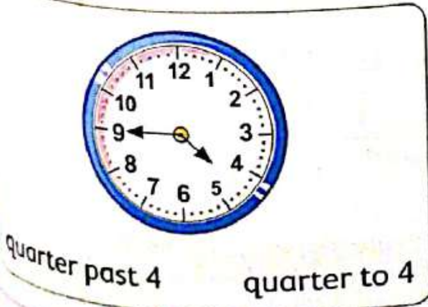




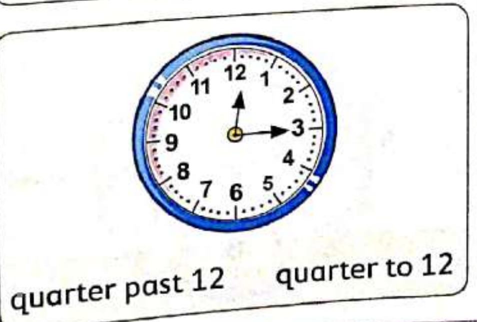
quarter past 11 quarter to 11



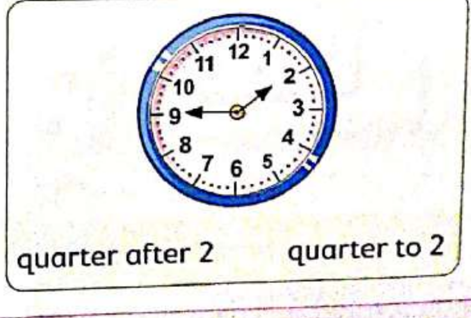
quarter past 9 quarter to 9



quarter past 4 quarter to 4



quarter past 12 quarter to 12



quarter after 2 quarter to 2

*Tell your child that on hour consists of 4 quarters each quarter equals 15 minutes.

Lesson 60

Quarter past and quarter to

Learn

The minute hand has moved through one quarter of an hour.

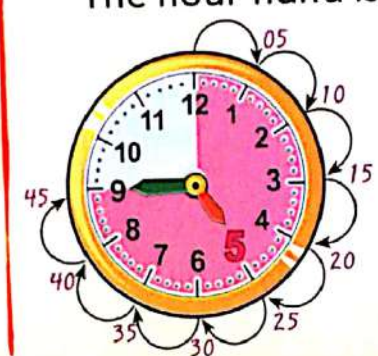
The minute hand has moved through three quarters of an hour.

The minute hand is pointing to 3
The hour hand is closer to 4

or

Quarter past 4

The minute hand is pointing to 9
The hour hand is closer to 5



or

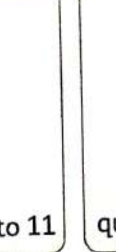
Quarter to 5

Practice

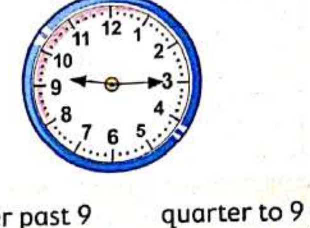
Note :
Quarter past can be also said as quarter after.

Choose the correct answer.

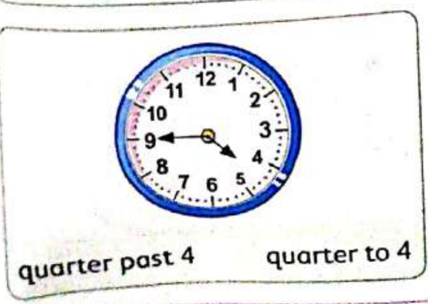
quarter past 5 | quarter to 5



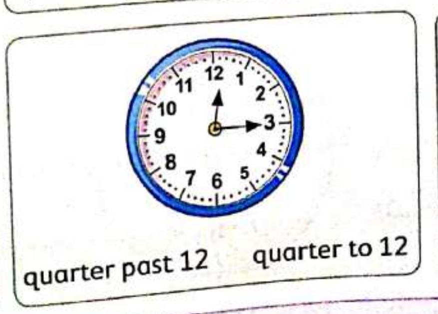
quarter past 11 | quarter to 11



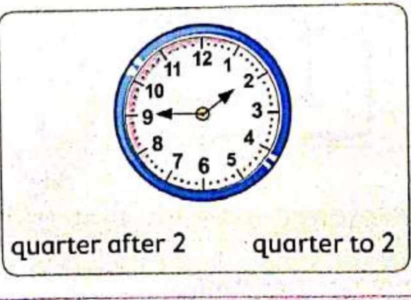
quarter past 9 | quarter to 9



quarter past 4 | quarter to 4



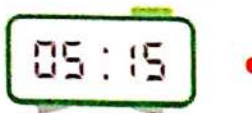
quarter past 12 | quarter to 12

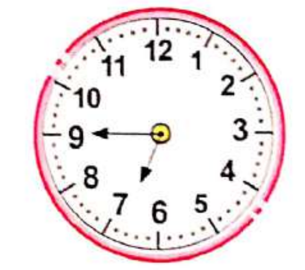


quarter after 2 | quarter to 2

• Tell your child that on hour consists of 4 quarters each quarter equals 15 minutes.

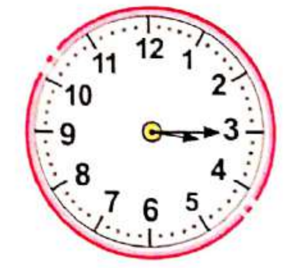
Match.





• Quarter to 3

11 : 45

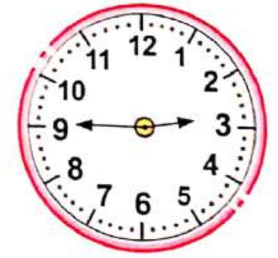


• Quarter past 9

03 : 15

• Quarter to 7

09 : 15

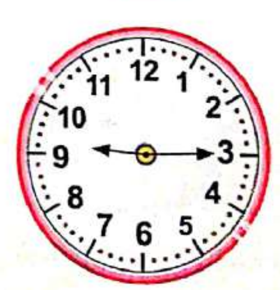


• Quarter past 5

02 : 45

• Quarter to 12

06 : 45



• Quarter after 3

Notes for parents

• At 15 , 30 or 45 minutes after the hour, ask your child to look at an analog clock and tell you the time.

Show the time in the two clocks.

Quarter to 6

Quarter past 10

Quarter past 9

Quarter to 9

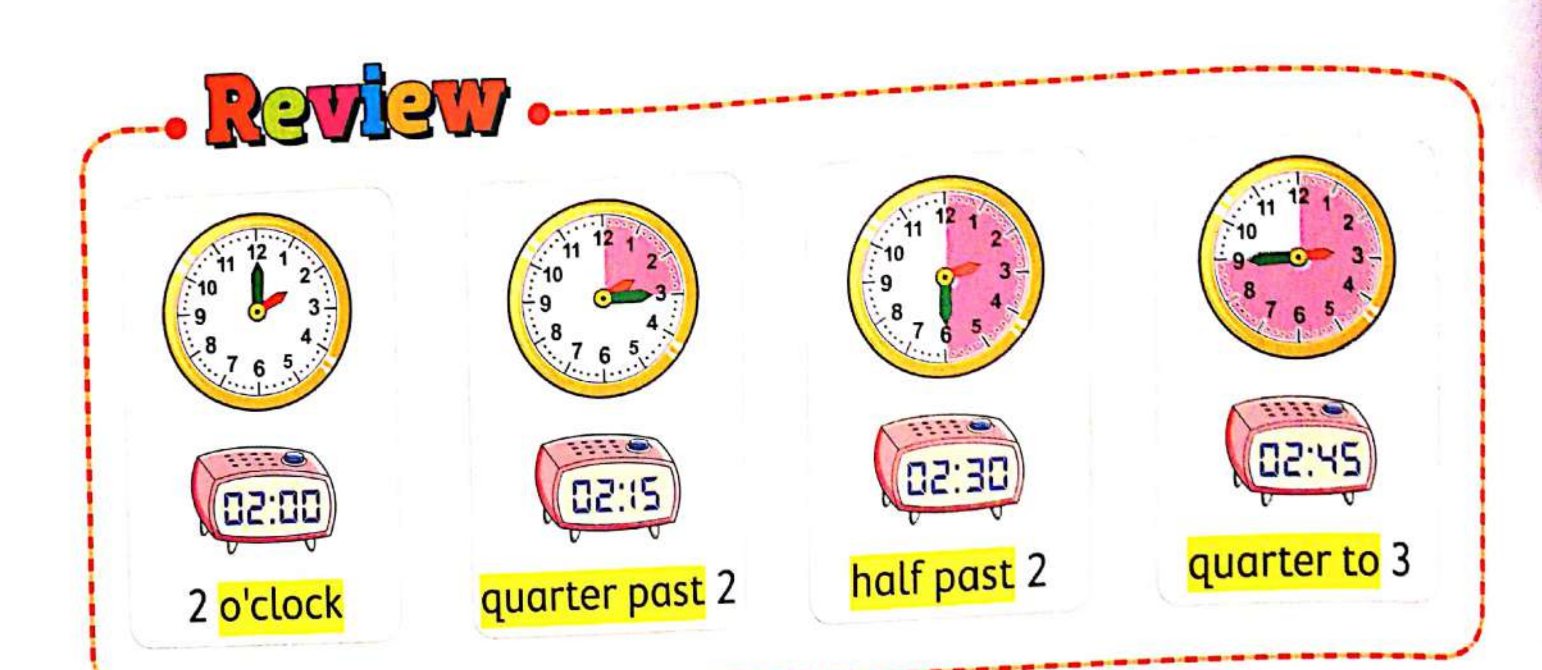
Quarter after 7

Quarter to 3

Quarter to 2

Quarter past 12

*Ask ... and the hour hand on the clock in each time.



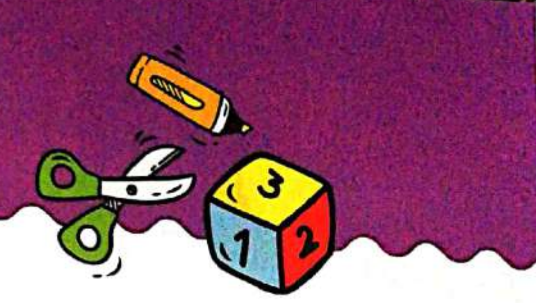
Write the time in two ways. The first one is done for you.

12 : 15

quarter past 12

• In this page, review with your child the ways of telling time and reading analog clock.

Activity
Chapter 6



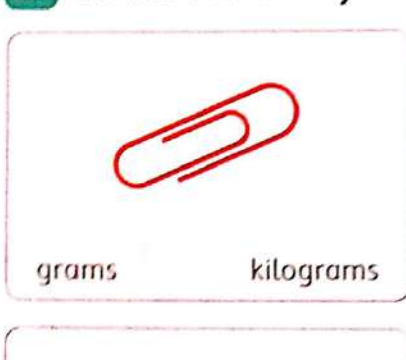
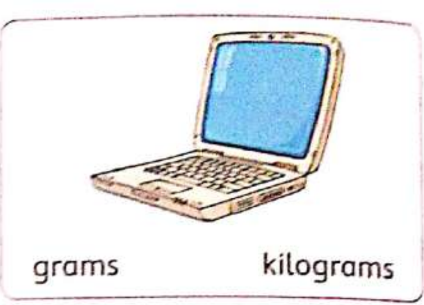
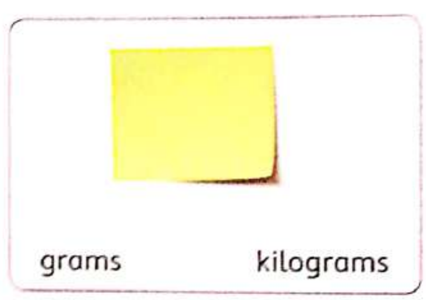
Clock switch

Play with a partner.

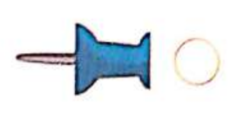
1. One player uses red crayon. The other player uses yellow crayon.
2. Your partner picks any space.
3. You show that time on the analog clock.
4. If you are correct, put a ✓ there using your crayon.
5. Play until all the spaces are marked.
6. The player who marked more wins.

07:30	01:00	08:30	11:15	07:45
09:00	02:15	06:45	04:00	03:30
02:15	10:00	08:45	05:00	01:30
06:00	04:15	10:30	04:30	11:45
02:15	01:30	03:45	06:15	12:00

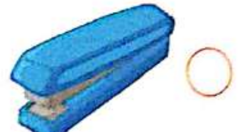
1 Circle the unit you would use to measure the real object.

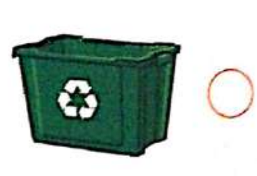
 grams kilograms	grams kilograms	 grams kilograms
grams kilograms	 grams kilograms	grams kilograms

2 Which object is about 1 kilogram ?



3 Which object is about 1 gram ?





4 The mass of (watermelon) is about ____

○ 1 gm ○ 5 kg
○ 50 kg ○ 100 kg

5 The mass of is about ____

○ 1 kg ○ 1 gm
○ 5 kg ○ 10 kg

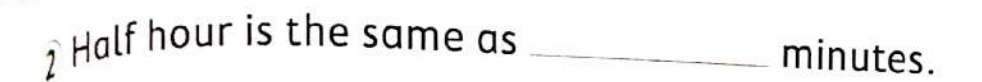
Notes for parents

• In this extra practice your child will review all what he/she has learned in chapter 6.

Use the words in the box to complete the sentences.

A.M.
P.M.
30
15

1 Quarter hour is the same as ________ minutes.

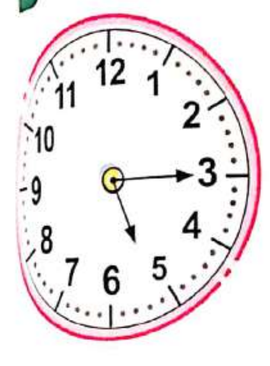


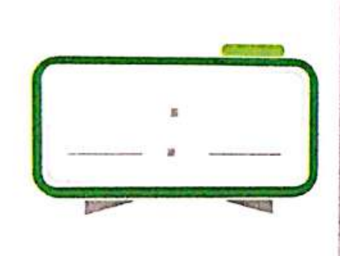
2 Half hour is the same as ________ minutes.

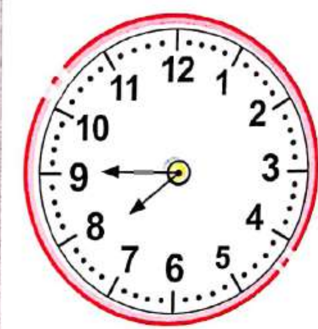
3 ________ is the time from noon until midnight.

4 ________ is the time from midnight until noon.

7 Write the time in two ways.



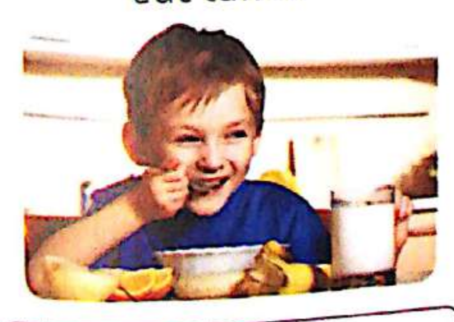




8 About how long will it take ?

Circle the better choice.

eat lunch



- more than 1 minute
- less than 1 minute

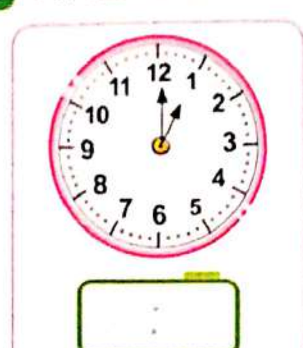
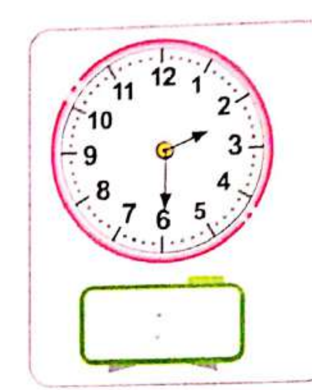
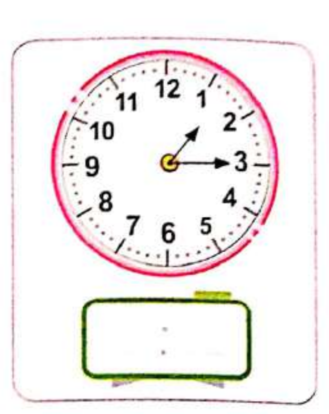
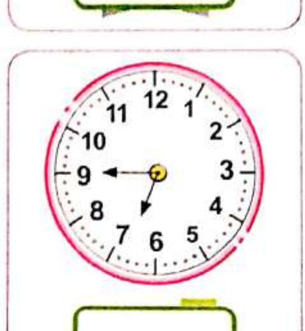
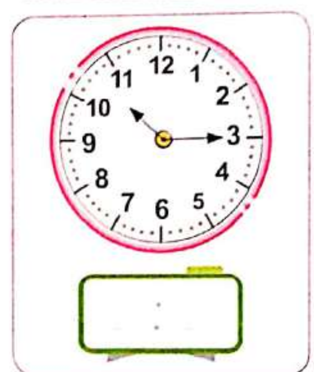
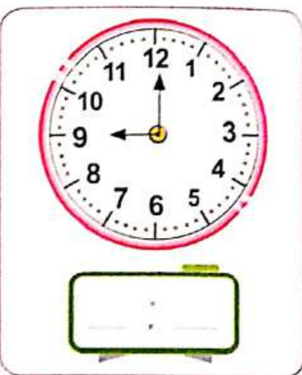
9 Write the time.

Then circle A.M. or P.M.

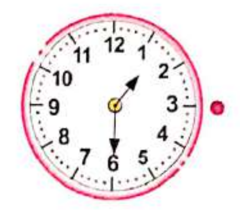
play basketball

A.M. P.M.

10 Write the time.

11 Join.

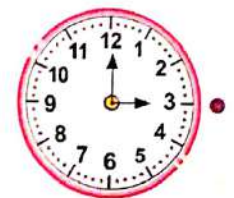


11 : 45

quarter past four

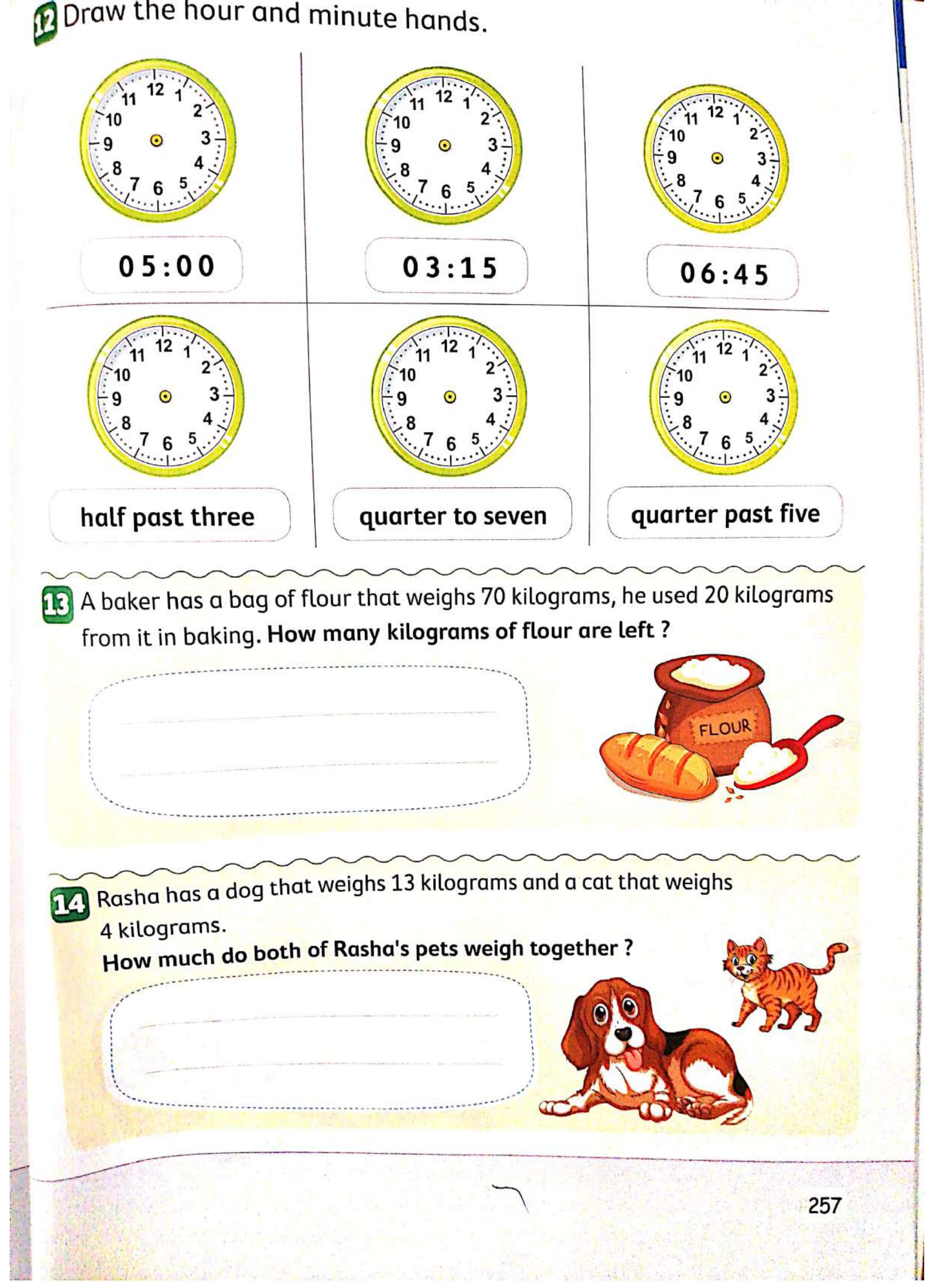
03 : 00

half past one



01 : 30

quarter to twelve



12 Draw the hour and minute hands.

05:00	03:15	06:45
half past three	quarter to seven	quarter past five

13 A baker has a bag of flour that weighs 70 kilograms, he used 20 kilograms from it in baking. **How many kilograms of flour are left ?**

14 Rasha has a dog that weighs 13 kilograms and a cat that weighs 4 kilograms.

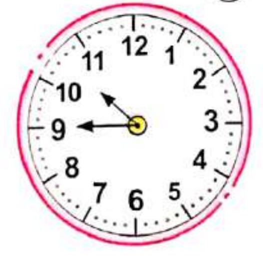
How much do both of Rasha's pets weigh together ?

Assessment

Chapter 6

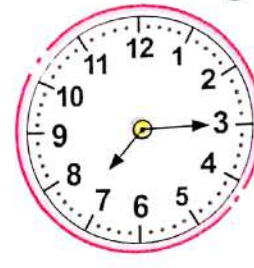
1 Write the time. Then circle A.M. or P.M.

① Play at the park.



A.M. P.M.

② Eat breakfast.



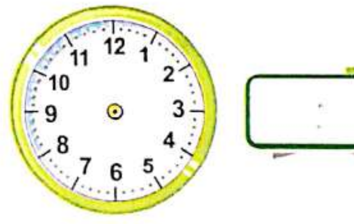
A.M. P.M.

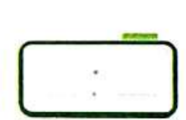
2 Show the time on the two clocks.

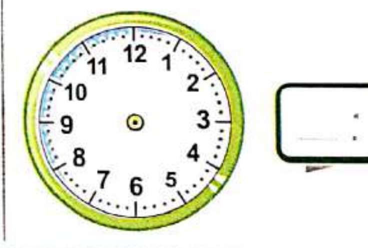
① half past 3

② 5 o'clock

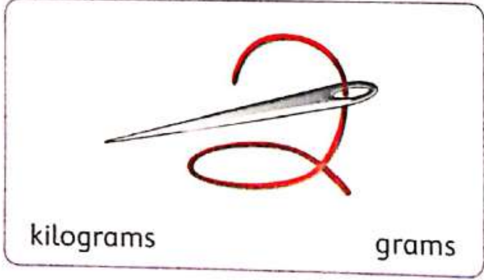
③ quarter to 7



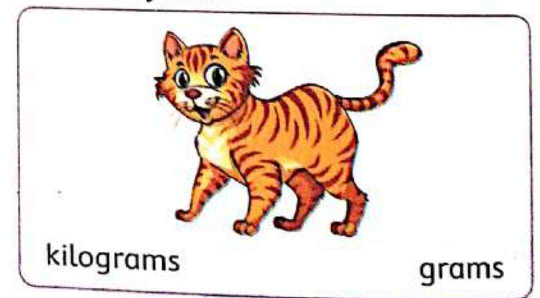




3 Circle the unit you would use to measure the real object.

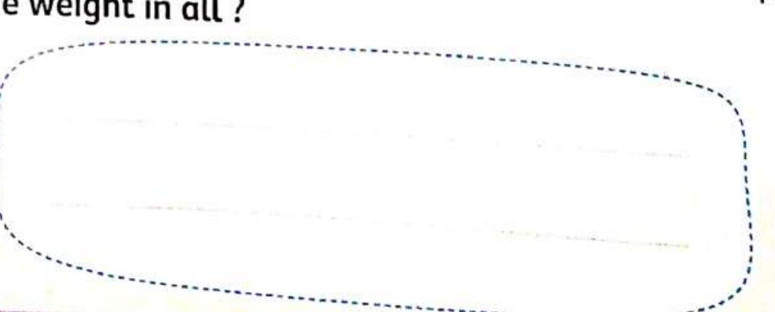


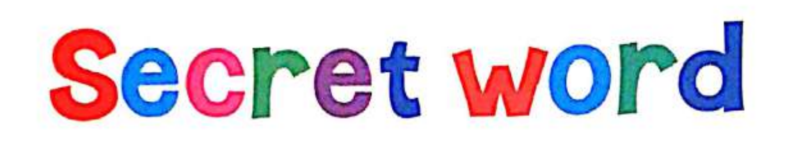
kilograms grams



kilograms grams

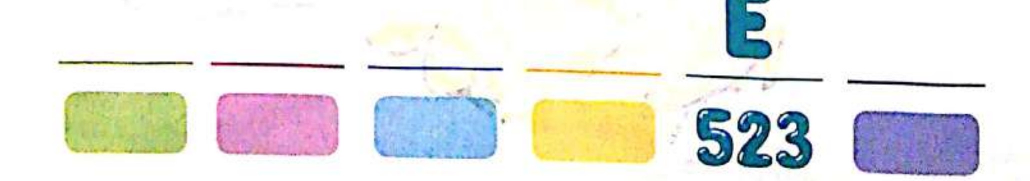
4 A family bought 6 kilograms of banana and 4 kilograms of apple.
What is the weight in all ?





Write the numbers from the least to the greatest.
Above each number, write the corresponding letter.

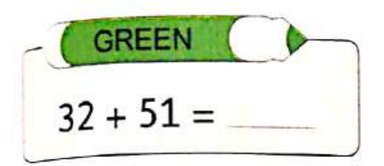
532	325	235	253	523	352
Y	N	M	O	E	K



What is the name of the animal that you found ?

coloring picture

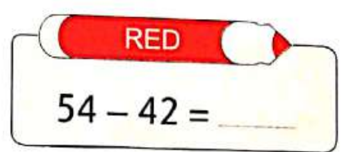
Add or subtract, then color according the code :



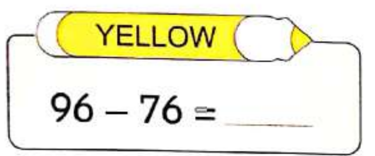
$32 + 51 =$ ______

BLUE

$78 - 34 =$ ______



$54 - 42 =$ ______



$96 - 76 =$ ______

PURPLE

$36 + 58 =$ ______

12

94 94

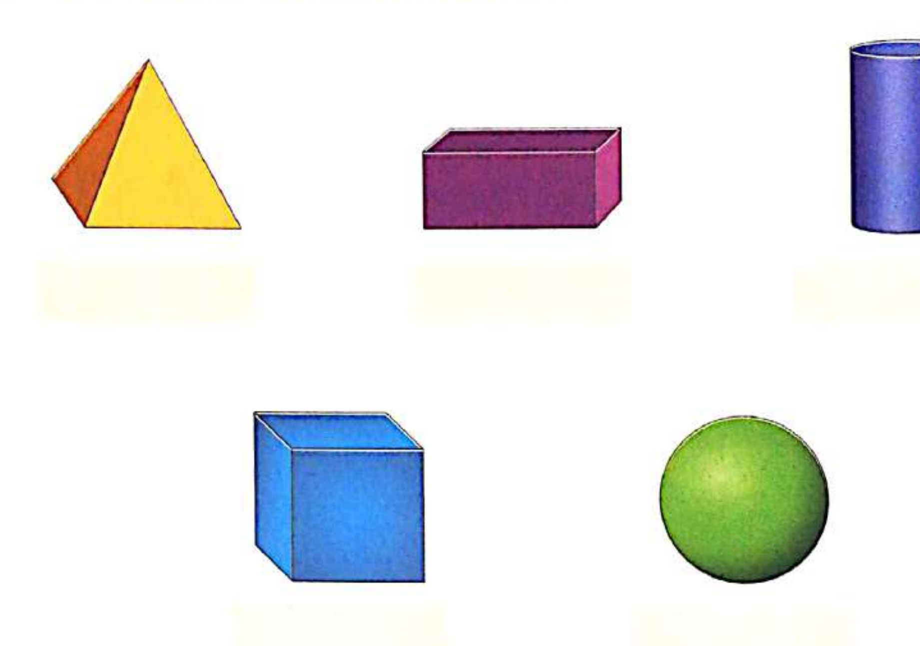
44 44

83 83

20 20

Word search

Write the name of each solid :



Find the names in the word search.
Look up, down, backward, forward and diagonally.

D	M	C	P	M	P	D	R
I	S	U	N	O	I	E	C
M	I	B	Y	O	D	O	K
A	R	E	B	N	N	Q	V
R	P	U	I	E	Q	F	X
Y	C	L	D	O	Y	L	Q
P	Y	E	R	E	H	P	S
C	T	P	Z	Y	O	G	B

Final examinations from some schools

Answer the following questions :

1 Find the result :

(1)
```
  4 5
+ 5 3
-----
.........
```

(2)
```
  7 6
– 3 4
-----
.........
```

(3) 56 + 22 = ...

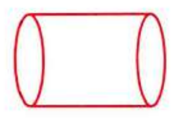
(4) 88 – 30 = ...

2 Arrange the following numbers in an ascending order :

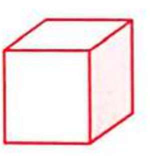
10 , 90 , 86 , 77 and 65

The order is : .... , ... , ... , ... and ....

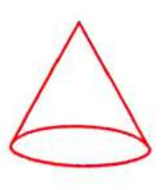
3 Join :



Cube



Cylinder



Sphere

Cone

4 Maha bought vegetables for 15 pounds and fruit for 20 pounds. How much did she pay ?

She paid = ... + ... = ... pounds.

5 **Put “> or < or =” :**

(1) 20 + 30 ☐ 50 – 20

(2) 66 ☐ 60 + 6

(3) 25 + 10 ☐ 30 + 17

2 Cairo Governorate

Hadayek El-Kobba Educational Zone
Leaders Language School

Answer the following questions :

1 **Find the result :**

(1)
```
  3 5
+ 6 2
-----
.........
```

(2)
```
  9 6
– 5 6
-----
.........
```

(3) 24 + 42 = ...

(4) 87 – 16 = ...

2 **[a] Complete :**

(1) The fraction which represent the colored part in is ....

(2) The solid is called ....

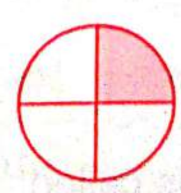
(3) The shape ◯ is called ....

(4) The day that comes after Sunday is ....

(5) 1 week = ... days

[b] Write the fraction :

....



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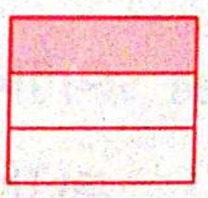


....

3 **[a] Put the suitable sign ">, < or =" :**

(1) 33 + 20 ☐ 74

(2) 61 ☐ 95 – 73

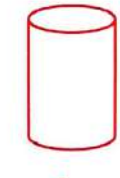
(3) 12 ☐ 21

[b] Complete in the same pattern :

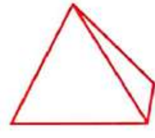
(1) 20 , 30 , ... , ... , ... , ...

(2) 90 , 80 , ... , ... , ... , ...

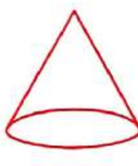
4 **[a] Join each solid to its name :**



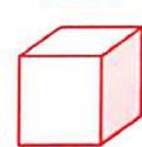
Cone



Cylinder



Cube



Pyramid

[b] Hazem bought a set of stories for 35 pounds and fishing tools for 62 pounds. Find the total money that Hazem paid.

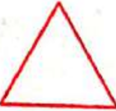
Hazem paid = ... + ... = ... pounds.

5 **[a] Choose the correct answer :**

(1) The day just before Monday is ....

(Sunday or Friday or Tuesday)

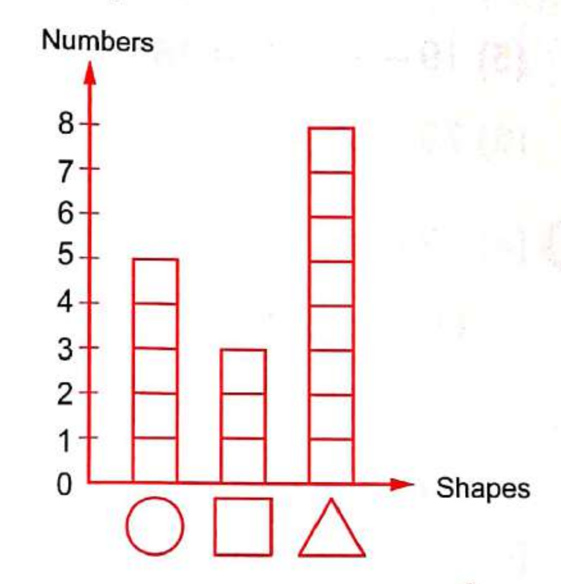
(2) The shaded part in is .... ($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

(3) The shape  is called ....

(circle or triangle or square)

[b] By using the opposite graph , complete the table :

Shapes	Numbers
○	....
□	....
△	....



3 Cairo Governorate

Shoubra Educational Zone
Good Shepherd Sisters' Language School

Answer the following questions :

1 Complete the following :

(1) The day just before Monday is ....

(2) 50 + ... = 90

(3) 13 – 0 = ...

(4) The smallest 2-digit number is ....

(5) 42 + 15 = 15 + ...

(6) The value of 7 in the number 73 is ....

2 Choose the correct answer :

(1) 52 is greater than .... (49 **or** 53 **or** 60 **or** 95)

(2) The greatest number of 2 different digits is .... (11 **or** 98 **or** 10 **or** 99)

(3) The figure □ is called .... (square **or** circle **or** cube **or** triangle)

(4) Half .... quarter (> or < or =)

(5) 19 – .... = 16 (2 or 3 or 4 or 5)

(6) 79 – 55 = ... (24 or 14 or 34 or 44)

---

3 **[a] Find the result :**

(1) 87 – 24 = ...

(2) 38 + 10 = ...

(3) 24 + 15 = ...

[b] Complete in the same pattern :

(1) 96 , 86 , 76 , ... , ...

(2) 85 , 80 , 75 , ... , ...

(3) 85 , 86 , 87 , ... , ...

---

4 **[a] Arrange in a descending order :**

38 , 45 , 25 , 17 and 61

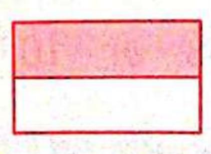
The order is : .... , ... , ... , ... and ....

[b] In one day the number of visitors of a hospital from the boys was 50 and the number of girls was 42
Find the number of visitors that day.

Number of visitors = ... + ... = ... visitors.

---

5 **[a] Write the fraction which represents the shaded part :**



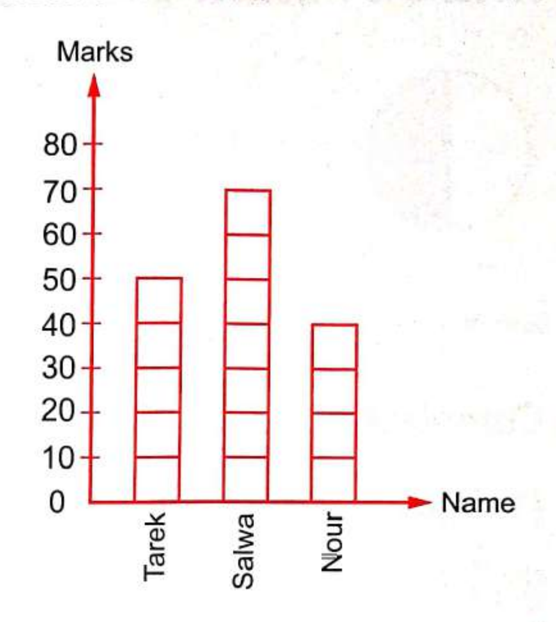
....

....

....

[b] Complete the following table :

Name	Marks
Tarek	....
Salwa	....
Nour	....



4 Cairo Governorate

East Nasr City Educational Zone
Al Raya Language School

Answer the following questions :

1 [a] Find the result :

(1) $52 + 10 =$ ....

(2) $23 - 12 =$ ....

(3) $25 + 4 =$ ....

(4) $32 - 2 =$ ....

[b] Choose the correct answer :

(1) The name of the shape ◯ is a .... (circle or square or rectangle)

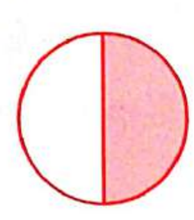
(2) Seven tens = ... (17 or 7 or 70)

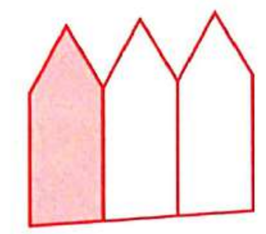
2 [a] Circle the greater number :

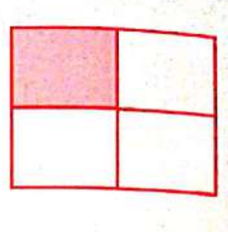
35	21

88	99

[b] Write the fraction according to coloured part :







....

3 [a] Complete :

(1) The day that comes after Sunday is ....

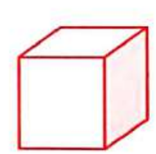
(2) 30 , 31 , ... (in the same pattern)

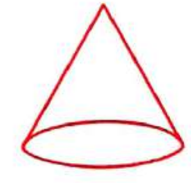
[b] Arrange ascendingly :

35 , 45 , 85 and 25

The order is : .... , ... , ... and ....

4 [a] Join each solid by its name :





Cone   Sphere   Cube

[b] Ahmed bought a ball for L.E. 81 and a toy car for L.E. 11

Find the total money that he paid.

He paid = ... + ... = L.E. ....

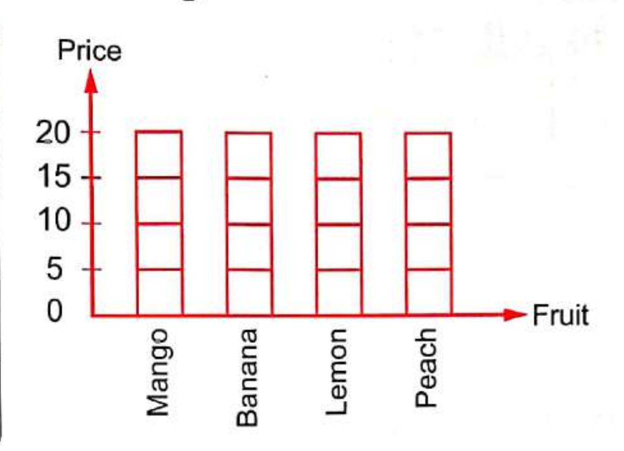
5 [a] Complete :

(1) The smallest 2-digit number is ....

(2) 20 + 30 = ...

[b] Colour according to the following table :

Fruit	Price
Mango	15
Banana	20
Lemon	5
Peach	10



5 Cairo Governorate

New Cairo Educational Zone
Manor house Language Schools

Answer the following questions :

1 Find the result :

(1)
```
   4 5
 + 3 2
 ------
 ..........
```

(2)
```
   2 5
 - 1 1
 ------
 ..........
```

(3) 56 + 22 = ...

(4) 67 – 43 = ...

2 Arrange in a descending order :

19 , 36 , 72 , 74 and 85

The order is : .... , ... , ... , ... and ....

3 [a] Put "< , > or =" :

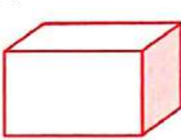
(1) 25 – 10 ☐ 5

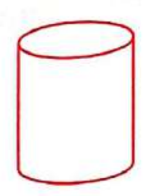
(2) 32 + 16 ☐ 50

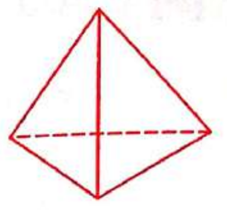
[b] In a school there are 52 boys and 31 girls.
How many children are there in the school ?

The number of children = ... + ... = ... children.

4 Join :



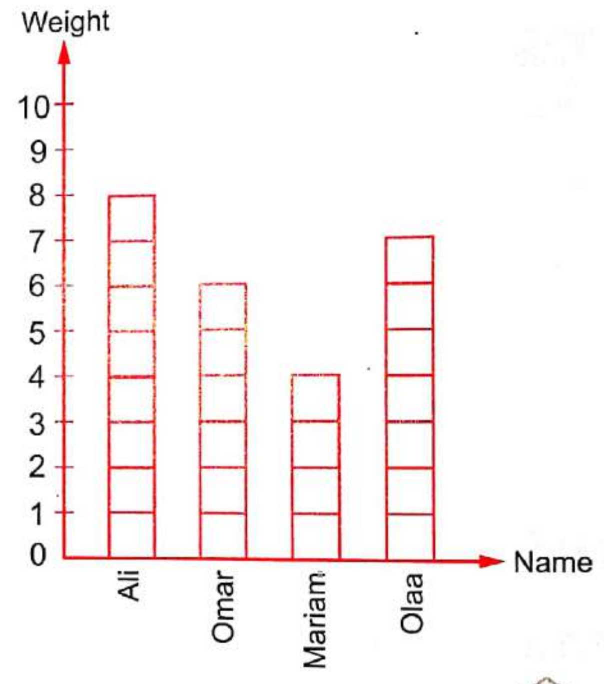


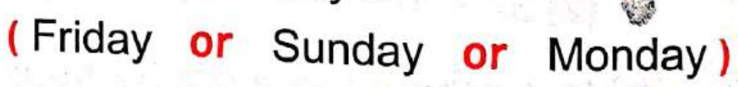


Cylinder   Cuboid   Pyramid

5 Complete the following table from the graph :

Name	Weight
Ali	....
Omar	....
Mariam	....
Olaa	....





6 Cairo Governorate

Answer the following questions :

1 Choose the correct answer :

(1) The day that comes directly after Saturday is ....

(Friday **or** Sunday **or** Monday)

(2) A triangle is one of the faces of ....

(sphere **or** pyramid **or** cube)

(3) The closest number to the correct answer 31 + 30 is ....

(30 **or** 60 **or** 80)

(4) The line that has a length shorter than ——— is ....

(———— **or** —— **or** ———)

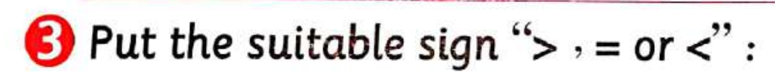
2 Complete :

(1) The length of the opposite figure by using ⊂⊃ as a unit is ....

(2) 24 + 15 = ...

(3) 22 , 32 , 42 , ... , ... , ... (in the same pattern)

(4) 78 – 34 = ...



3 Put the suitable sign "> , = or <" :

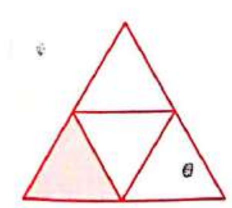
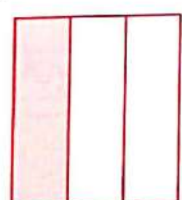
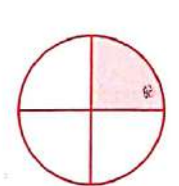
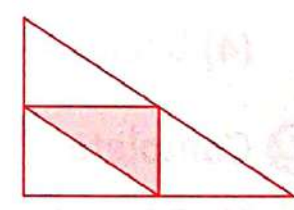
(1) 50 pounds ☐ 20 pounds.

(2) 77 – 32 ☐ 45

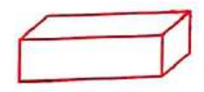
(3) The length of the car ☐ The length of the book

(4) $\frac{1}{4}$ ☐ $\frac{1}{2}$

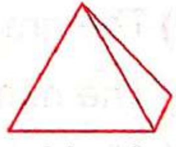
4 [a] Circle the figures which its quarter is coloured :

[b] Choose the name of each solid :


(Sphere – Cuboid)

(Cylinder – Cube)


(Pyramid – Square)

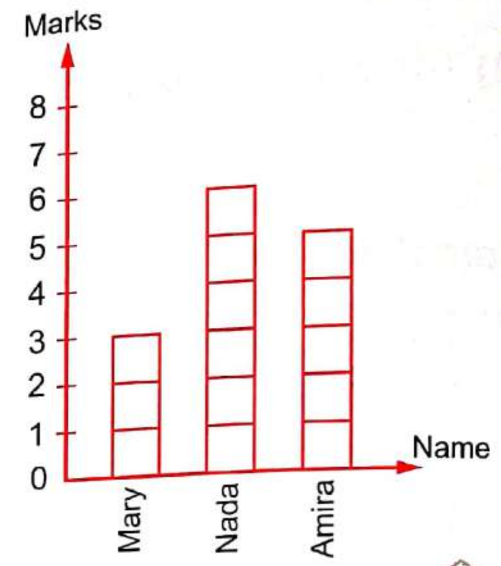
5 [a] Your mother gave you L.E. 48 You spent L.E. 21

What is the remainder with you ?

The remainder = ... = L.E. ....

[b] Complete the table using the opposite graph :

Name	Marks
Mary	....
Nada	....
Amira	....



7 Cairo Governorate

Nasr City Educaional Zone
St. Fatima Language School

Answer the following questions :

1 Choose the correct answer :

(1) 64 + 13 = ... (77 or 88 or 67)

(2) 4 units , 6 tens = ... (60 or 46 or 64)

(3) The smallest 2-digit number is .... (11 or 10 or 12)

(4) 5 tens = ... (5 or 50 or 51)

2 Complete :

(1) 83 – 41 = ...

(2) The greatest 2-digit number is ....

(3) The number of days of the week is ....

(4) 60 > ....

3 Complete in the same pattern :

(1) 70 , 60 , ... , ... , ...

(2) 10 , 15 , ... , ... , ...

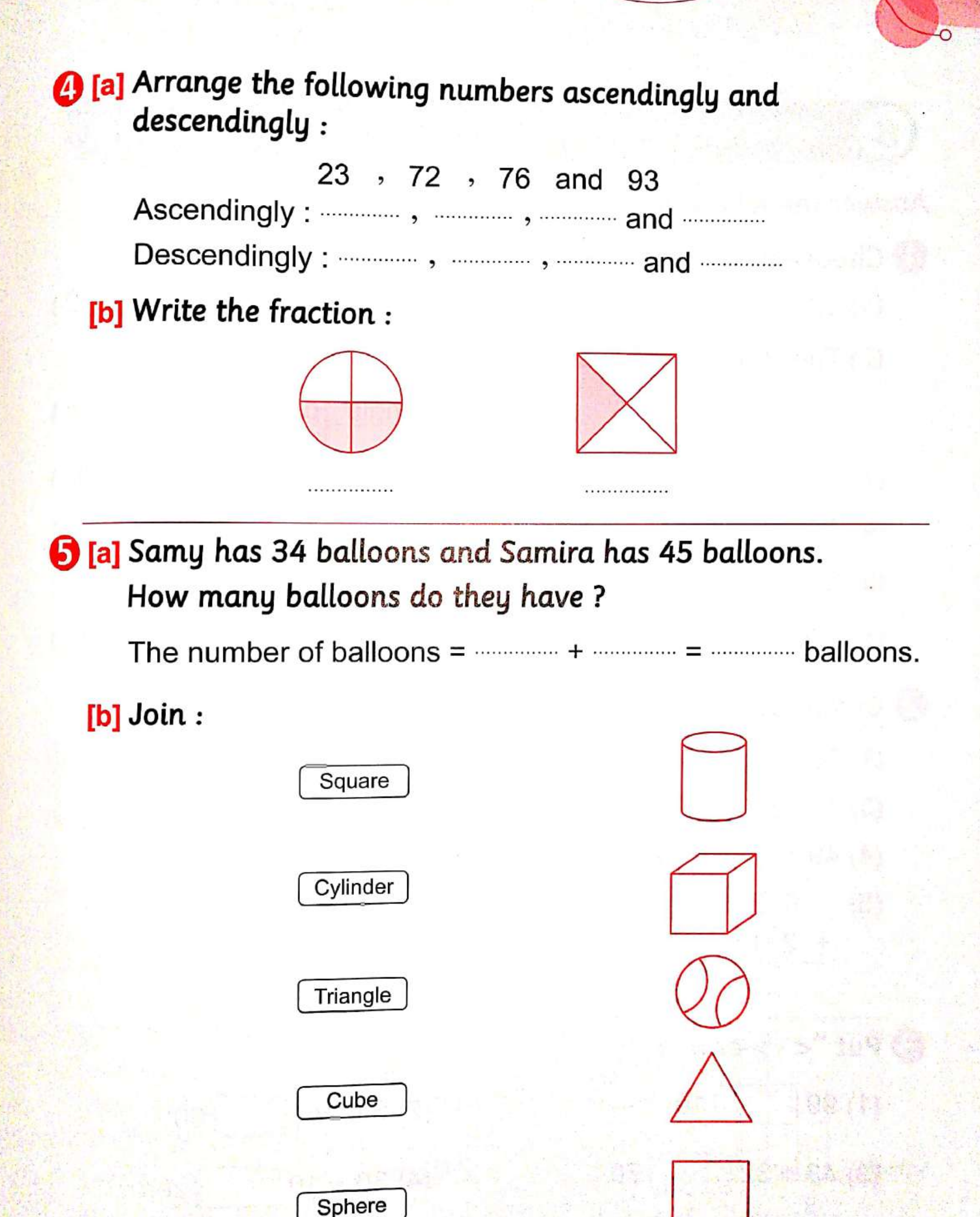
4 [a] **Arrange the following numbers ascendingly and descendingly :**

23 , 72 , 76 and 93

Ascendingly : .... , ... , ... and ....

Descendingly : .... , ... , ... and ....

[b] **Write the fraction :**



....

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5 [a] **Samy has 34 balloons and Samira has 45 balloons. How many balloons do they have ?**

The number of balloons = ... + ... = ... balloons.

[b] **Join :**

Square

Cylinder

Triangle

Cube

Sphere

8 Cairo Governorate

East Nasr City Educational Zone
Manaret Heliopolis Language School

Answer the following questions :

1 Choose the correct answer :

(1) 20 = ... tens. (3 or 5 or 2)

(2) The shape [triangle] is called a .... (triangle or cube or cone)

(3) The place value of 5 in 53 is .... (tens or units)

(4) The smallest two digit number is .... (99 or 10 or 9)

(5) Sixteen in digits is .... (60 or 16 or 66)

(6) 7 tens = ... (7 or 70 or 17)

2 Complete :

(1) 50 + 7 = ...

(2) 8 tens + 7 units = ...

(3) 10 , 30 , ... , ... (in the same pattern)

(4) 49 = ... tens + ... units

(5)
```
  5 3
+ 2 1
-----
.......
```

(6)
```
  6 4
- 5 4
-----
.......
```

3 Put "< , > or =" :

(1) 99 ☐ 10

(2) 6 tens ☐ 60

(3) 43 + 32 ☐ 70

(4) 30 + 10 ☐ zero

(5) 3 tens + 2 units ☐ 32

(6) 46 – 13 ☐ 46 + 13

4 Join each shape to its name :

Cone

Pyramid

Cube

Rectangle

Cylinder

Sphere

5 Notice then complete :

Months	The amount
Jan.	....
Feb.	....
Mar.	....
Apr.	....
May	....
June	....

The amount

10 9 8 7 6 5 4 3 2 1 0

Months

Jan. Feb. Mar. Apr. May June

Answer the following questions :

1 Choose the correct answer :

(1) The greatest 2-digit number is .... (11 or 99 or 36)

(2) The figure ◯ its name is ....

(square or circle or triangle)

(3) 22 + 43 = ... (71 or 65 or 73)

(4) 9 tens = ... (9 or 90)

(5) [shaded half rectangle] = ... ($\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{1}{2}$)

(6) The biggest number is .... (3 or 7 or 4)

2 Complete :

(1) 37 = 30 + ...

(2) 9 unit , 4 tens = ...

(3) The day that comes after Saturday is ....

(4) 64 – 12 = ...

(5) The number of days of the week is ....

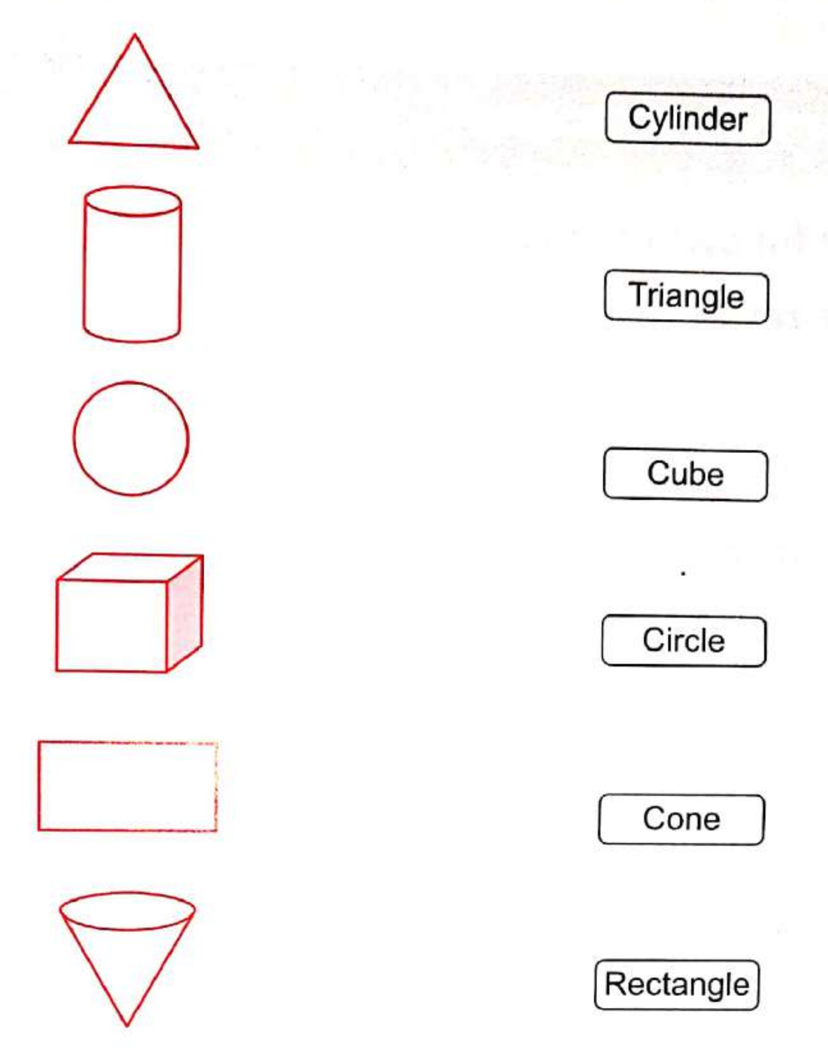
(6) 30 > ....

3 Complete in the same pattern :

(1) 44 , 55 , 66 , ... , ...

(2) 42 , 52 , 62 , ... , ...

4 Join :



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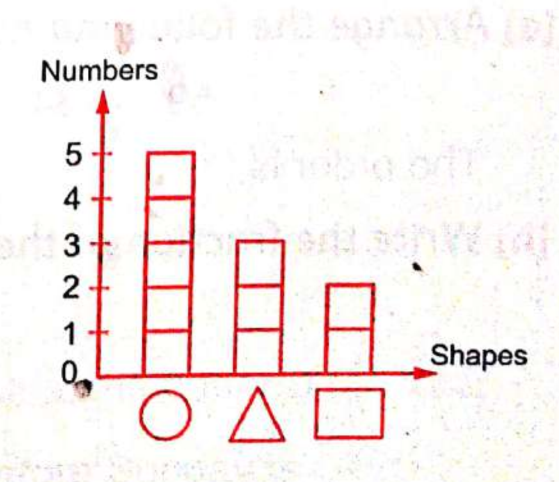
5 **[a]** ***Omar has 48 pounds. He bought a toy for 46 pounds. How much money is left with him ?***

The left money = ... – .... = ... pounds.

[b] ***Complete the table :***

Shapes	Numbers
	....
	....
	....



Answer the following questions :

1 Find the result of :

(1) 25 + 42 = ...
(2) 39 – 14 = ...
(3) 64 + 10 = ...
(4) 80 – 30 = ...

2 Choose the correct answer

(1) The week has .... days. (12 or 7 or 6)

(2) 64 + 13 = ... (77 or 88 or 67)

(3) The figure △ is called .... (square or triangle or circle)

(4) The day that comes after Thursday is .... (Monday or Sunday or Friday)

3 Put "< , > or =" :

(1) 37 + 11 ☐ 37 – 11
(2) Half ☐ quarter.
(3) One day ☐ one week.
(4) 7 tens ☐ 30 + 40

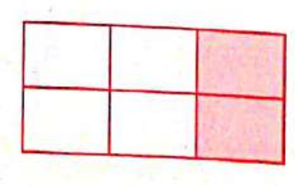
4 [a] Arrange the following numbers in an ascending order :

59 , 34 , 19 and 57

The order is : .... , ... , ... and ....

[b] Write the fraction of the shaded part :

....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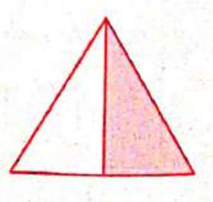

....

5 Complete the following table and colour according to the number :

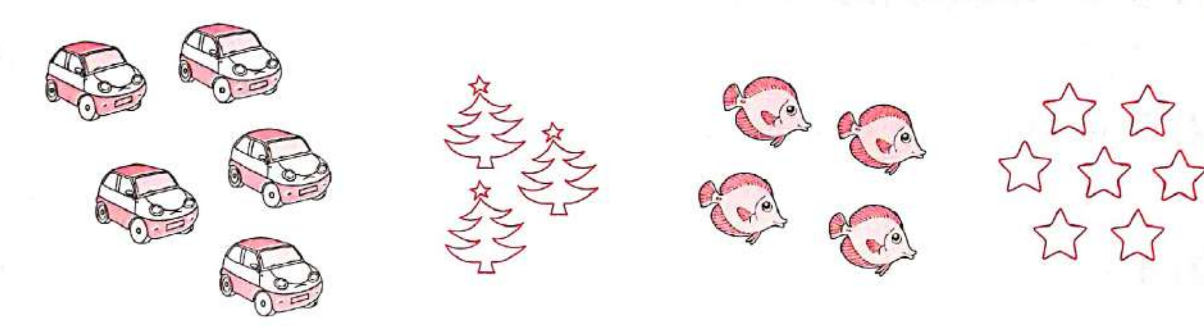
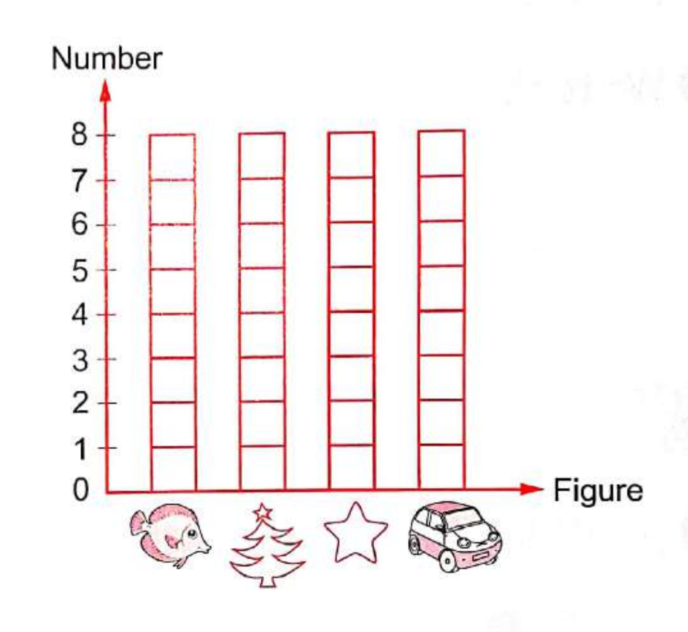


Figure	Number
	....
	....
	....
	....



11 Cairo Governorate

El-Zeiton Educational Zone
Talaea Gaber El-Ansary Language School

Answer the following questions :

1 Complete :

(1) One week = ... days.

(2) The day just after Monday is ....

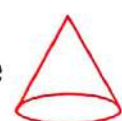
(3) 80 , 70 , 60 , ... , 40 (in the same pattern)

(4) The day that comes directly before Sunday is ....

❷ Choose the correct answer :

(1) Two consecutive numbers their sum 15 are ....

(10 , 5 **or** 6 , 9 **or** 7 , 8)

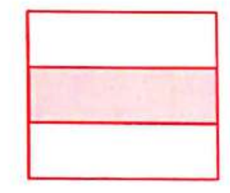
(2) The figure  is called ....

(square **or** circle **or** cone)

(3) 4 + ... = 9 (5 **or** 6 **or** 7)

(4) Half .... quarter. (> **or** < **or** =)

❸ Write the following fractions in letters and in digits :



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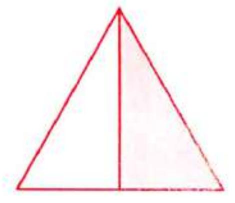

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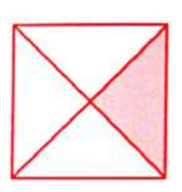
....

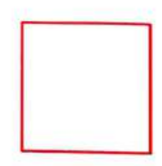


....

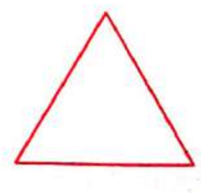
....

❹ [a] Write the name of each shape :

....



....



....

[b] Put " > , = or < " :

(1) $\frac{1}{2}$ ☐ $\frac{1}{3}$

(2) 1 ☐ $\frac{1}{2}$

(3) $\frac{1}{3}$ ☐ 1

5 **[a] Find the result :**

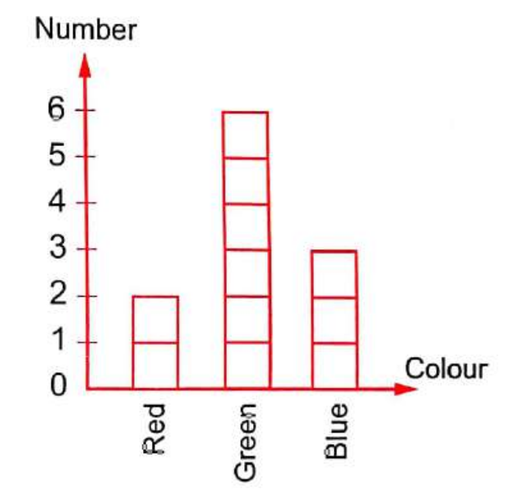
(1)
$$\begin{array}{r} 54 \\ +\ 45 \\ \hline \ldots\ldots \end{array}$$

(2)
$$\begin{array}{r} 26 \\ +\ 31 \\ \hline \ldots\ldots \end{array}$$

(3)
$$\begin{array}{r} 69 \\ -\ 24 \\ \hline \ldots\ldots \end{array}$$

[b] Complete the following table using the opposite graph :

Colour	Number
Red	....
Green	....
Blue	....



12 Giza Governorate

Al-Haram Educational Directorate
Al-Mostakbal Language School

Answer the following questions :

1 **[a] Find the result :**

(1)
$$\begin{array}{r} 26 \\ +\ 42 \\ \hline \ldots\ldots \end{array}$$

(2)
$$\begin{array}{r} 54 \\ +\ 20 \\ \hline \ldots\ldots \end{array}$$

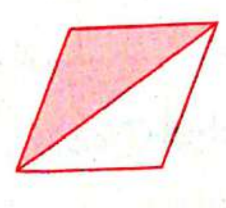
(3)
$$\begin{array}{r} 97 \\ -\ 53 \\ \hline \ldots\ldots \end{array}$$

(4)
$$\begin{array}{r} 85 \\ -\ 41 \\ \hline \ldots\ldots \end{array}$$

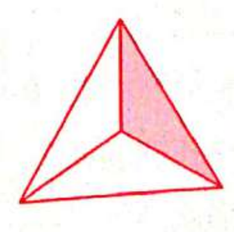
[b] Rana bought a toy for 30 pounds and a bag for 60 pounds. How much money did she pay ?

She paid = ... + ... = ... pounds.

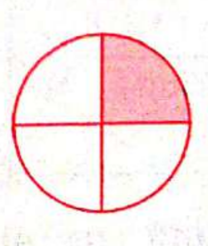
2 **[a] Write the fraction :**



....



....



....

[b] Put "< or = or >" :

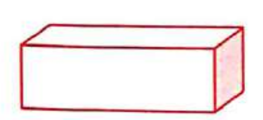
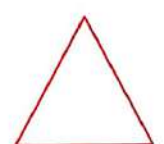
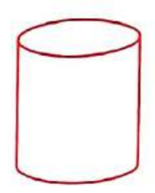
(1) 70 – 30 ☐ 50

(2) Seventy ☐ 60 + 10

(3) 63 ☐ 36

(4) 94 ☐ 95

3 Match :

Triangle | Cuboid | Circle | Cylinder

4 Complete :

(1) The day that comes after Sunday is ....

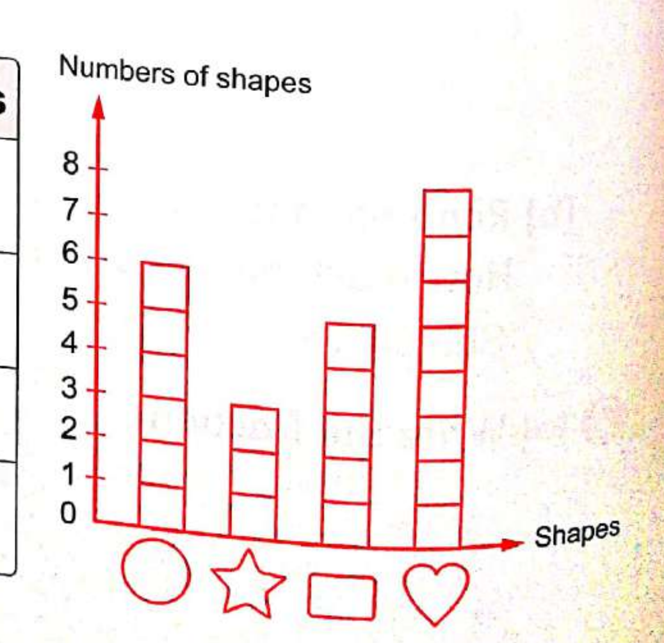
(2) 10 , 20 , 30 , ... , ... (in the same pattern)

(3) 34 , 35 , 36 , ... , ... (in the same pattern)

(4) This solid ☐ is called ....

5 Complete :

Shape	Number of shapes
◯	....
☆	....
▭	....
♡	....

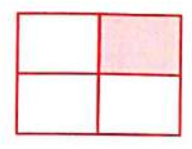


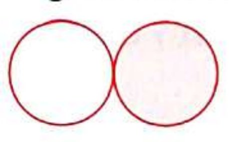
13 Giza Governorate

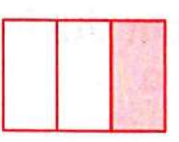
Royal House Language Schools

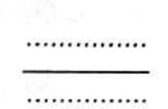
Answer the following questions :

1 Write the fraction according to the shaded part :





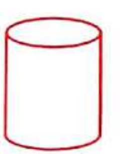




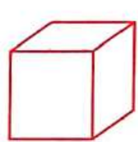
$\frac{\ldots\ldots}{\ldots\ldots}$ $\frac{\ldots\ldots}{\ldots\ldots}$ $\frac{\ldots\ldots}{\ldots\ldots}$

2 Join each figure to its name :

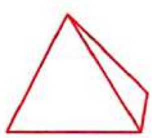
Cube



Cylinder



Pyramid



3 Find the result :

(1) $42 + 53 = \ldots\ldots$

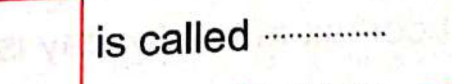
(2) $64 + 32 = \ldots\ldots$

(3) $99 - 45 = \ldots\ldots$

4 [a] Choose the correct answer :

(1) 42 , 52 , 62 , ... (72 or 82 or 92)

(2) The day just after Saturday is .... (Monday or Sunday or Thursday)

(3) The figure  is called .... (square or circle or triangle)

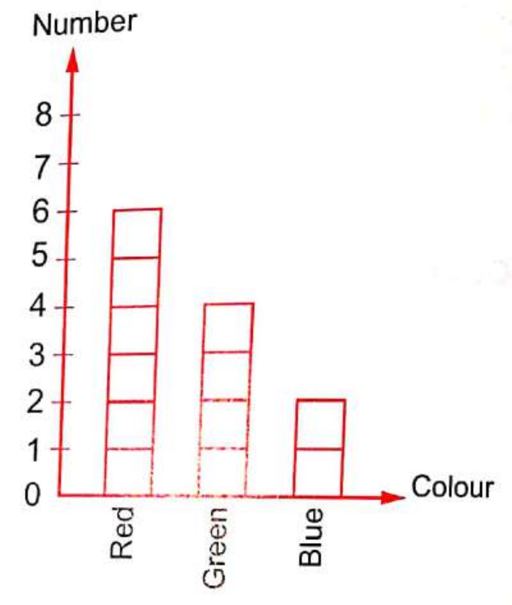
[b] Ali bought a toy for 56 pounds and another toy for 22 pounds.

What is the total sum he paid ?

He paid = ... + ... = ... pounds.

5 From the following graph , complete the table :

Colour	Number
Red	....
Green	....
Blue	....



14 Giza Governorate

Al-Haram Educational Zone
Pyramids Language School

Answer the following questions :

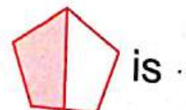
1 Complete :

(1) 40 + 20 = ...

(2) The name of this shape is ....

(3) 60 + 7 = ...

(4) 72 – 30 = ...

(5) The fraction of the shaded part  is ....

2 Choose :

(1) The day that just comes after Monday is ....

(Saturday **or** Sunday **or** Tuesday)

(2) Thirty four = ... "in digits"

(34 **or** 74 **or** 17)

(3) The name of this solid is ....

(cube **or** triangle **or** square)

(4) 21 + ... = 54

(12 **or** 33 **or** 23)

(5) The fraction of the shaded part is ....

($\frac{1}{2}$ **or** quarter **or** $\frac{1}{3}$)

---

3 Put "< , > or =" :

(1) 44 + 20 ☐ 80

(2) 19 ☐ 99 – 90

(3) 13 ☐ Forty

(4) 87 ☐ 78

(5) The length of ——— ☐ The length of ————————

---

4 [a] Find the result :

(1)
$$\begin{array}{r} 62 \\ +\ 35 \\ \hline \ldots\ldots \end{array}$$

(2)
$$\begin{array}{r} 31 \\ +\ \ 8 \\ \hline \ldots\ldots \end{array}$$

(3)
$$\begin{array}{r} 58 \\ -\ 15 \\ \hline \ldots\ldots \end{array}$$

(4) 61 – 1 = ...

[b] Find the missing number : .... + 14 = 58

---

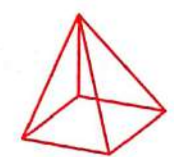
5 [a] Ahmed has 45 pounds and his sister has 23 pounds.

How much money do they both have ?

They have = ... = ... pounds.

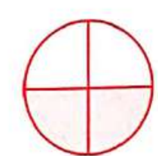
[b] Join :

Rectangle



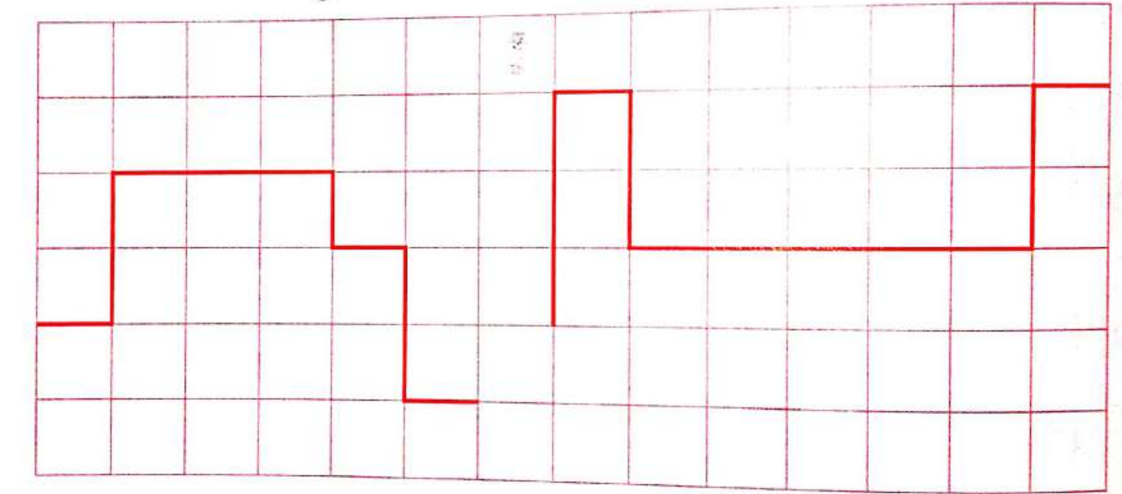
Third

Half



Pyramid

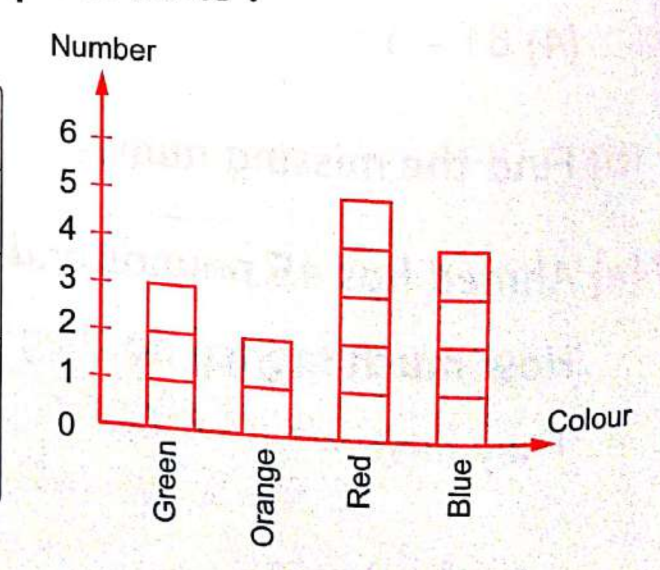
6 [a] *Measure the length of each line :*



The length = ... units. | The length = ... units.

[b] *Notice the graph and complete table :*

Colour	Number
Green	....
Orange	....
Red	....
Blue	....



(15) Alexandria Governorate

Eastern Educational Zone
Taymour English School

Answer the following questions :

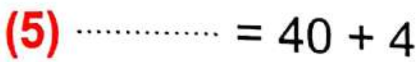
1 Complete the following :

(1) $26 + 33 = \dots\dots$

(2) $57 - 31 = \dots\dots$

(3) The number of the days in a week = ...

(4) The fraction which represents the coloured part is ....

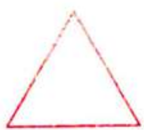


(5) .... $= 40 + 4$

(6) Thirteen is written in digits as ....

2 Choose the correct answer :

(1) $97 - 55$ .... 90 ($>$ or $<$ or $=$)

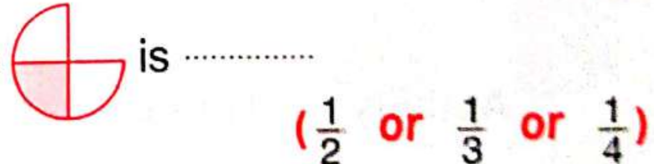
(2) The figure  is called ....

(square or triangle or circle)

(3) The day that comes directly after Sunday is ....

(Monday or Saturday or Tuesday)

(4) The shaded part of the figure is ....



($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

(5) The greatest two digit number is ....

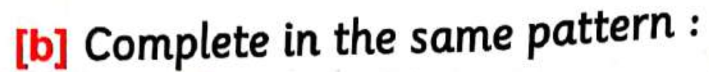
(11 or 99 or 98)

(6) $42 = \dots\dots$ ($40 + 2$ or $20 + 4$ or $20 + 21$)

3 [a] Arrange the following in an ascending order :

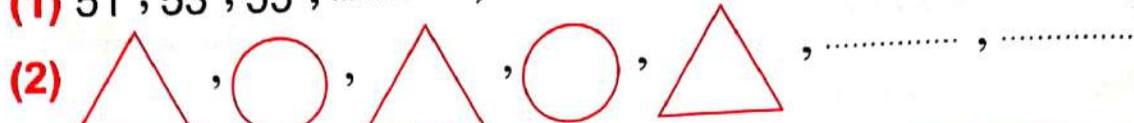
53 , 55 , 45 and 54

The order is : .... , ... , ... and ....

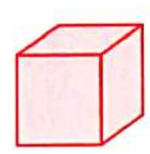
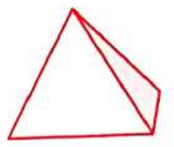


[b] Complete in the same pattern :

(1) 51 , 53 , 55 , ... , ...

(2)  , ... , ...

4 [a] Join each solid to its name :

Sphere | Cube | Cone | Pyramid

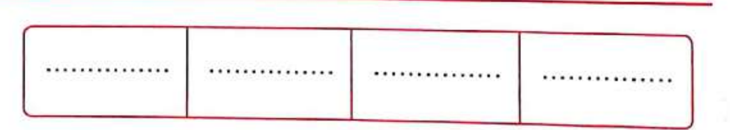
[b] Order from the shortest to the longest :

(a) ____________________

(b) ____________

(c) _____

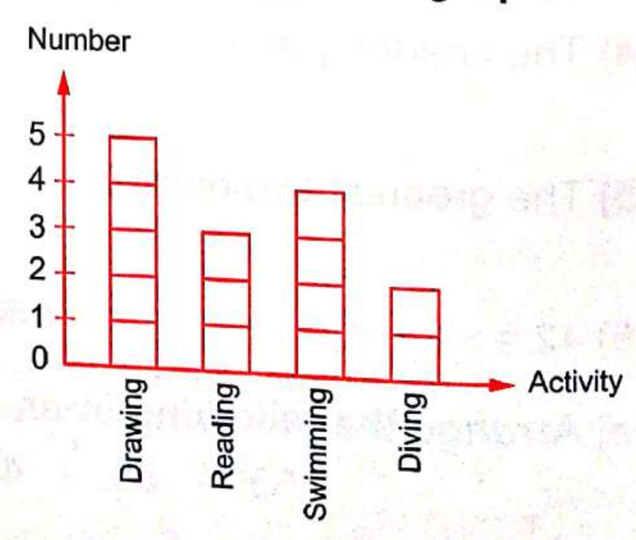
(d) ________________________________



....	....	....	....

5 Complete the following table using the opposite graph :

Activity	Number
Drawing	....
Reading	....
Swimming	....
Diving	....



16 Alexandria Governorate

Central Educational Zone
Maths Supervision

Answer the following questions :

1 Complete :

(1) 93 = ... tens , ... units.

(2) The day that comes after Wednesday is ....

(3) 3 , 13 , 23 , 33 , 43 , ... , ... (in the same pattern)

(4) The number just before 80 is ....

2 [a] Choose the correct answer :

(1) Fifty two = ... (20 + 5 or 5 + 2 or 50 + 2)

(2) 39 .... 90 (< or = or >)

(3) ⚽ is .... (pyramid or sphere or cube)

[b] Mazen bought milk and juice , the price of each one is in the picture.
What is the total price he paid ?

L.E. 13

L.E. 22

The total price = ... + ... = L.E. ....

3 Find the result :

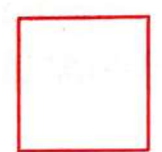
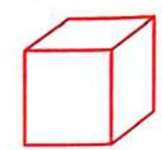
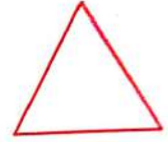
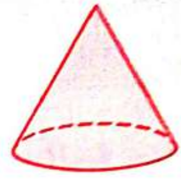
(1) 33 + 53 = ...

(2) 90 − 40 = ...

(3) 56 + 41 = ...

(4) 67 − 34 = ...

4 **[a] Join each figure to its name :**

Cube   Cone   Square   Triangle

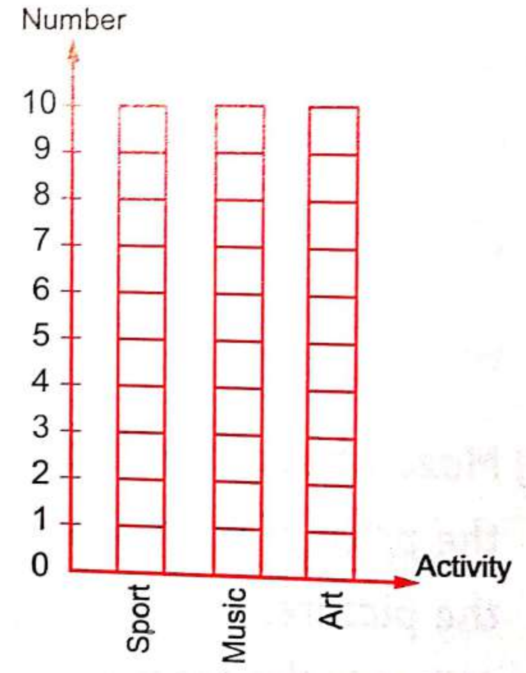
[b] Arrange in a descending order :

78 , 56 , 12 and 43

The order is : .... , ... , ... and ....

5 **Shade according to the number :**

Activity	Number
Sport	7
Music	4
Art	8



17 El-Kalouybia Governorate

El-Obour Educational Zone
Rajac Language School

Answer the following questions :

1 **Find the result :**

(1)   3 8
   + 5 0
   ....

(2)   9 6
   − 3 4
   ....

(3)   5 2
   + ...
   8 7

2 Complete :

(1) 10 , ... , 30 , 40 , ... , ... , ...

(in the same pattern)

(2) 36 + ... > 36 + ...

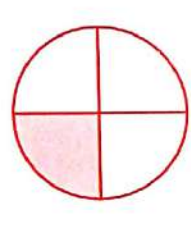
(3) The greatest number that can be formed from 3 and 8 is ....

(4) 20 , 22 , 24 , ... , ... , ... (in the same pattern)

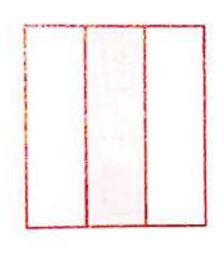
3 [a] Ahmed is 20 years old and Ali is 23 years old. Find the sum of their ages.

The sum = ... = ... years.

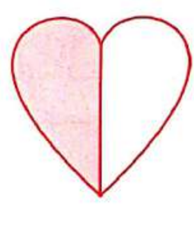
[b] Write the fraction :



....



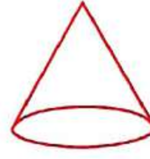
....



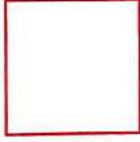
....

4 [a] Join :

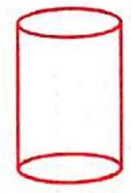
Cylinder



Cone



Cuboid



Triangle

Square

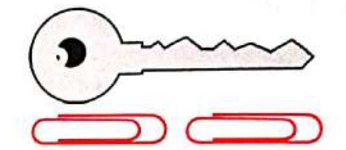
[b] Put "> or < or =" :

(1) 50 ☐ 40 + 10

(2) 30 + 20 ☐ 30 – 20

(3) 35 ☐ 53

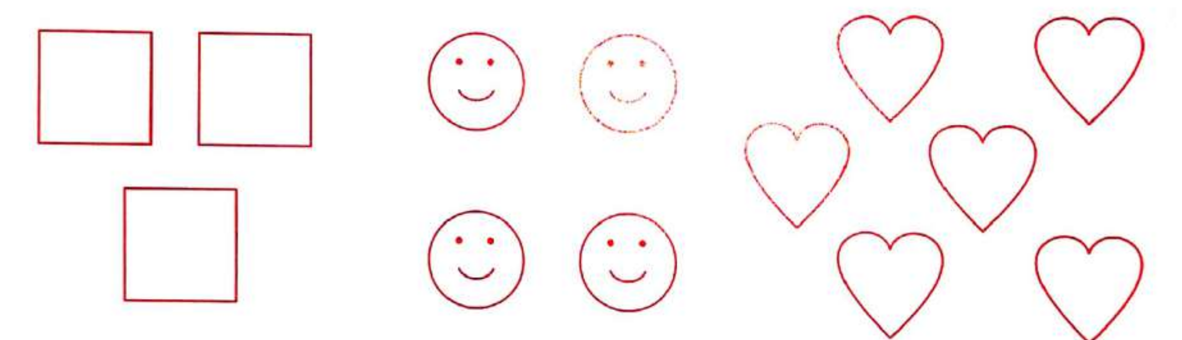
5 [a] Find the length :



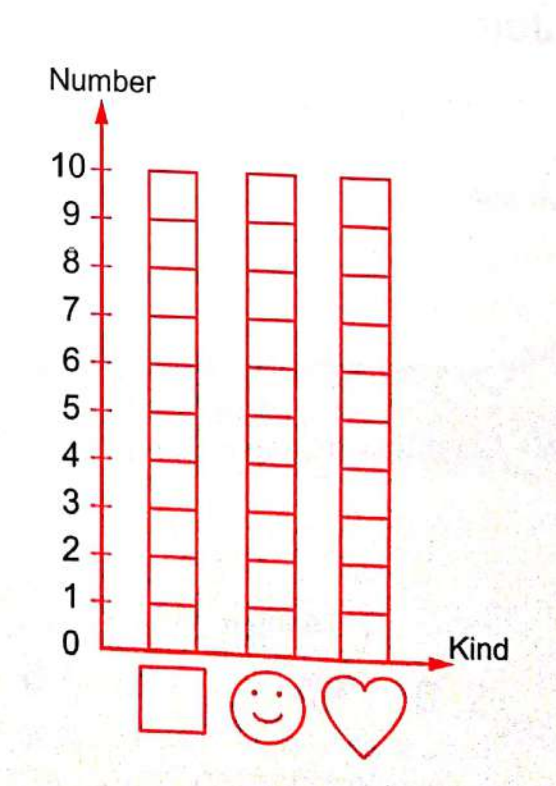
(1) The length = ... unit

(2) The length = ... unit

[b] Complete the following table and colour according to the number :



Kind	Number
	....
	....
	....



18 Al-Sharkia Governorate

Answer the following questions :

1 Complete :

(1) 54 = 50 + ...

(2) 30 + 24 = 24 + ...

(3) The fraction that represents the shaded part = ...

(4) The number of the days of the week = ... days.

2 Choose the correct answer :

(1) 50 + 12 .... 62 (< or > or =)

(2) The figure ◯ is called ....

(rectangle or circle or square)

(3) 20 + ... = 30 (10 or 20 or 30)

(4) 10 pounds and 3 pounds = ... pounds.

(30 or 13 or 31)

3 Find the result :

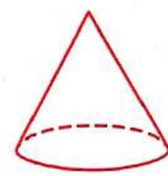
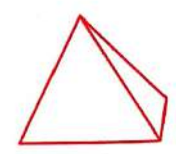
(1)
```
  5 2
+ 3 1
-----
.....
```

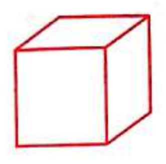
(2)
```
  9 6
- 5 4
-----
.....
```

(3) 23 + 41 = ...

(4) 65 – 15 = ...

4 Match each solid with its name :



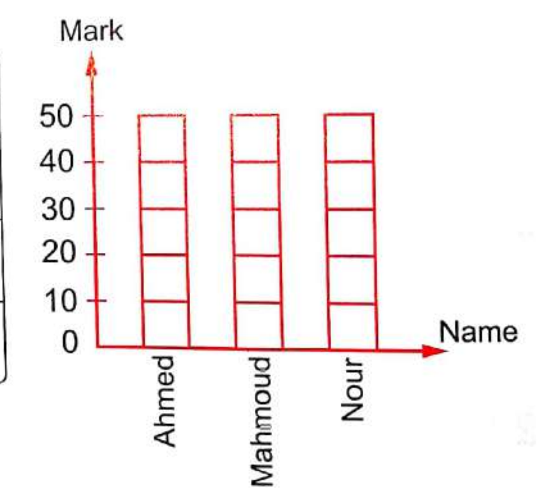
Pyramid   Cone   Cube   Sphere

5 [a] Complete in the same pattern :

24 , 25 , 26 , ... , ... , ...

[b] Represent the following table graphically :

Name	Mark
Ahmed	20
Mahmoud	30
Nour	10



19 Beni Suef Governorate

Beni Suef Educational Directorate
St.Mark's Language Schools

Answer the following questions :

1 Find the result :

(1)
$$\begin{array}{r} 24 \\ +\ 13 \\ \hline \end{array}$$
....

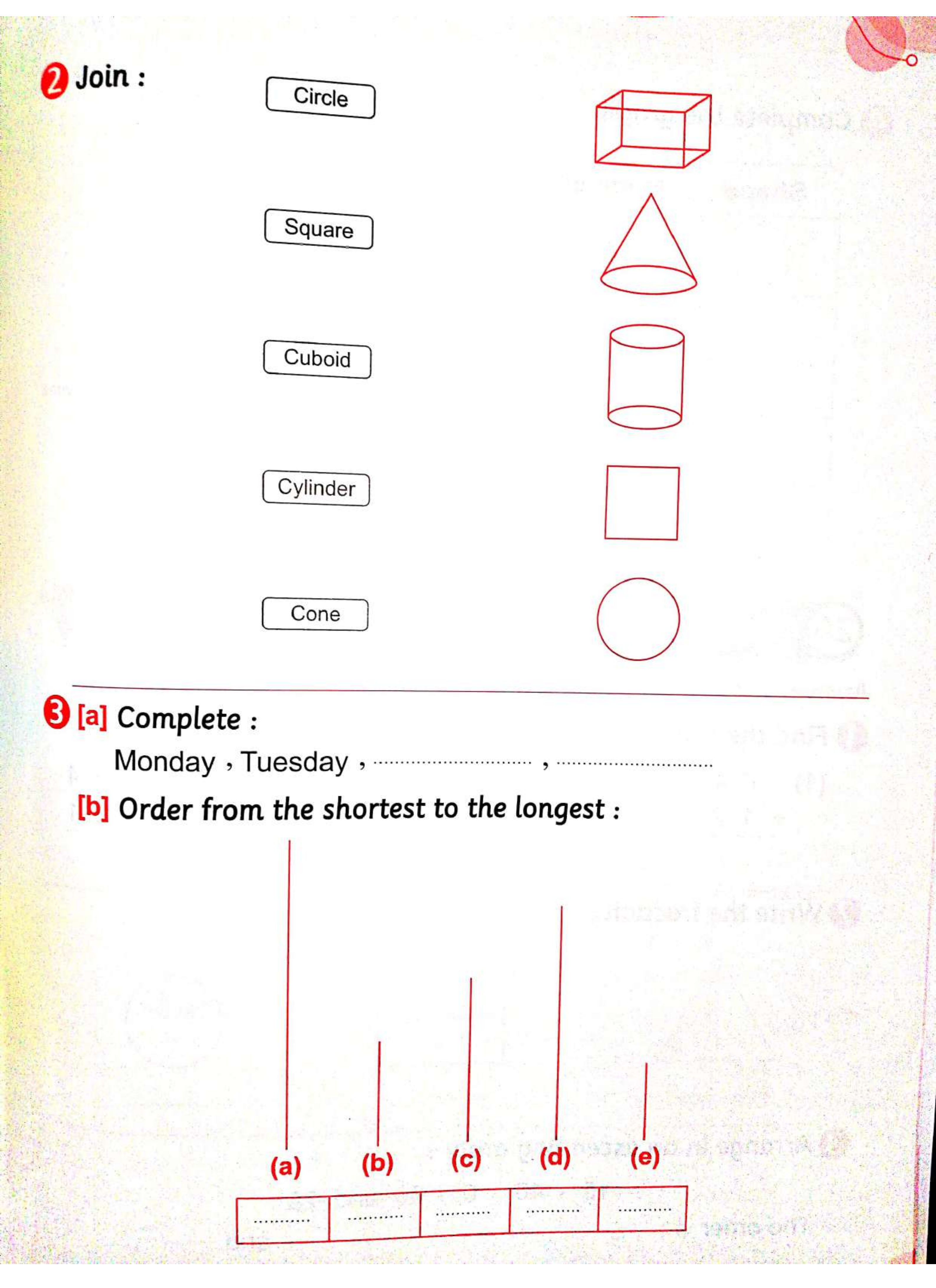
(2)
$$\begin{array}{r} 62 \\ -\ 11 \\ \hline \end{array}$$
....

(3)
$$\begin{array}{r} 32 \\ +\ 14 \\ \hline \end{array}$$
....

(4) 76 – 74 = ...

(5) 60 + 14 = ...

2 Join :



3 [a] Complete :

Monday , Tuesday , ... , ...

[b] Order from the shortest to the longest :

(a) (b) (c) (d) (e)

....	....	....	....	....

4 Complete the graph :

Shape	Number
○	5
△	3
▭	1
☆	2
♡	4

Numbers

5
4
3
2
1
0

Shapes

○ △ ▭ ☆ ♡

20 Matrouh Governorate

Matrouh Educational Directorate
Alhoria Language School

Answer the following questions :

1 Find the result :

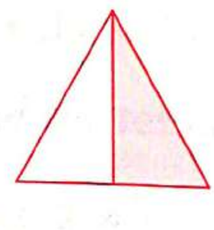
(1)
```
  8 4
+ 1 2
-----
.......
```

(2)
```
  6 6
+ 2 3
-----
.......
```

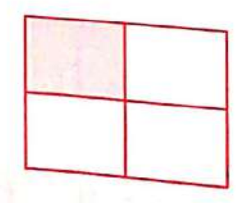
(3)
```
  2 5
- 1 3
-----
.......
```

(4)
```
  6 4
- 3 1
-----
.......
```

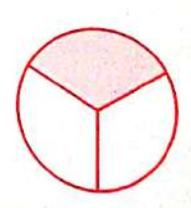
2 Write the fraction :



....



....



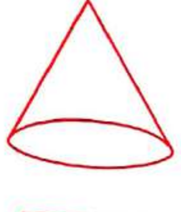
....

3 Arrange in an ascending order :

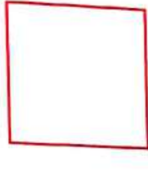
15 , 40 , 0 , 60 and 28

The order is : ...., ..., ..., ... and ....

4 Match :

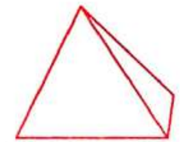


Spuare



Cone

Pyramid



Circle

5 Complete the table :

Colour	Number
Red	....
Yellow	....
Green	....